Grade 1

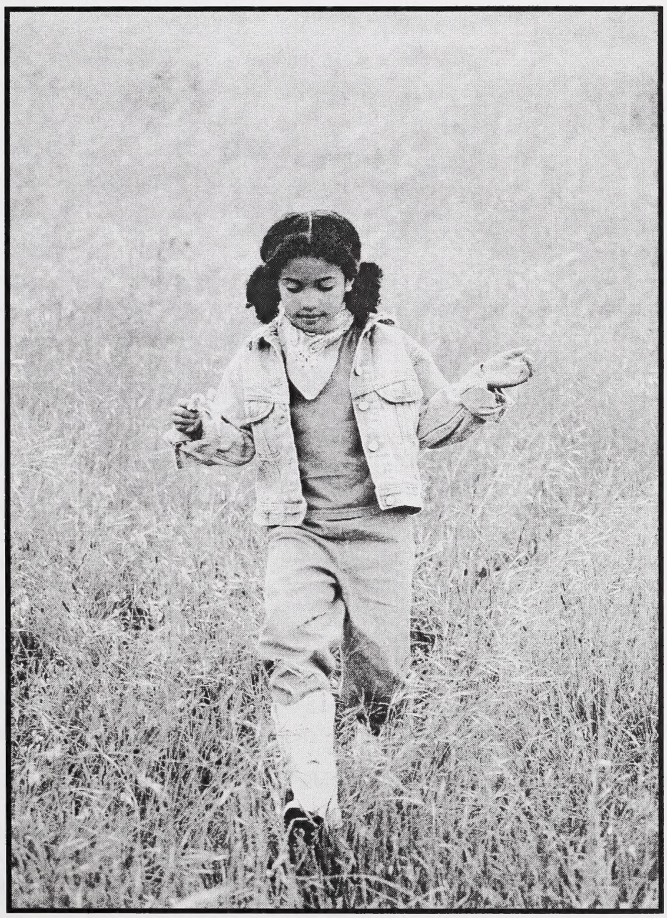
Thematic

Home Instructor's Manual

Learning Technologies Branch

Alberta LEARNING

Grade One Thematic Home Instructor's Manual



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Learning Technologies Branch
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This document is intended for	
Students	
Teachers	
Administrators	
Home Instructors	✓
General Public	
Other	

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- Alberta Learning, **http://www.learning.gov.ab.ca**
- Learning Technologies Branch, **http://www.learning.gov.ab.ca/ltb**
- Learning Resources Centre, **http://www.lrc.learning.gov.ab.ca**

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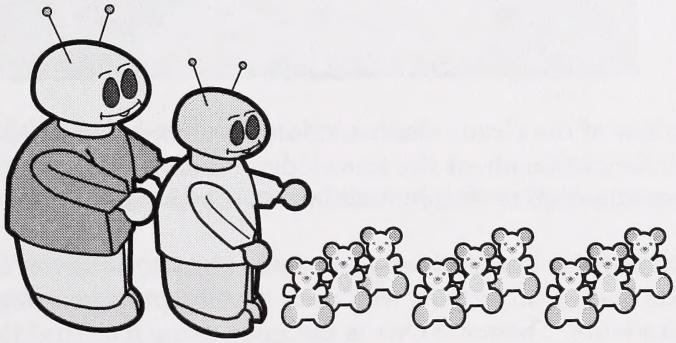
Contents

Introduction

Welcome to the Home Instructor's Manual for Grade One Thematic.

Review this manual **before** you begin the lessons, because it will help you understand the resource and enhance your student's educational experience.

If you have questions or concerns while reading this manual or progressing through the modules, contact your assigned teacher or the home-education supervisor in your local school jurisdiction. You could fill in the form below in order to have this information available as you go through the program with your student.



How to Make Contact

Name of School or Jurisdiction _____

_____

Phone Number ..... _____

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E-mail Address ..... _____

Hours of Operation ..... _____

_____

Home-Education Supervisor ... _____

Teacher ..... _____

Overview of the Grade One Thematic Curriculum

This overview of the Grade One curriculum outcomes covered by this resource provides information about the knowledge, skills, and attitudes that students in Alberta are expected to demonstrate when they have completed Grade One.

The curriculum is organized into separate subjects; however, it is designed to enable connections across subjects as well as to develop programming that accommodates a range of students. Thematic One is designed using a central theme to connect language arts, social studies, science, physical education, health and life skills, art, drama, music, and information and communication technology outcomes. Only Grade One Mathematics is covered by a separate resource that your student will need in addition to Grade One Thematic in order to complete all of the requirements for Grade One.

Following are the expected outcomes for the various subject areas included in the Grade One Thematic resource.

Language Arts

Language is the basis of all communication. Language learning is an active process that begins at birth and continues throughout life. Children use language to communicate their thoughts, feelings, and experiences; to establish relationships with family members and friends; and to make sense and order of their world. Responsibility for language learning is shared by students, parents, teachers, and the community.

The aim of language arts is to enable each student to understand and appreciate language and to use it confidently and competently in a variety of situations for communication, personal satisfaction, and learning.

Students will explore the six interrelated strands of language arts. They will listen, speak, read, write, view, and represent.

There are five general outcomes, which are interdependent. For each of the five general outcomes, by the end of Grade One, students should be able to demonstrate the following specific outcomes.

1. Students will explore thoughts, ideas, feelings, and experiences in order to

    - make observations about experiences with oral, print, and other media texts
    - experiment with different ways of exploring and developing stories, ideas, and experiences
    - choose to read and write for and with others
    - listen and respond appropriately to others
    - ask questions to get additional ideas and information on topics of interest

2. Students will comprehend and respond personally and critically to oral, print, and other media texts in order to

    - use knowledge of context, pictures, letters, words, sentences, and predictable patterns and rhymes to construct and confirm meaning from text
    - use a variety of strategies, such as making predictions, rereading, and reading ahead
    - identify by sight some familiar words
    - read aloud with some fluency and accuracy, after rehearsal
    - self-correct when reading does not make sense
    - use word boundaries, capital letters, and punctuation to assist with constructing and confirming meaning
    - use phonics knowledge and skills to read unfamiliar words in context
    - associate sounds with letters and some letter clusters
    - use personal word books (*Collections Writing Dictionary*) and other print texts to assist with writing
    - use a displayed alphabet as an aid when writing

- participate in shared listening, reading, and viewing experiences
- remember and retell familiar stories and rhymes
- relate aspects of stories and characters to personal feelings and experiences
- tell or represent the beginning, middle, and end of stories
- experiment with repetition, rhyme, and rhythm to create effects in personal texts
- distinguish differences in the ways various texts are organized
- tell what characters do or what happens to them
- generate and contribute ideas for individual or group-created texts
- write, represent, and tell brief narratives about own ideas and experiences

3. Students will manage ideas and information in order to

- connect information from various texts to topics of study
- follow spoken directions for gathering ideas and information
- use questions to find specific information
- list related ideas and information on a topic and make statements to accompany pictures
- represent and explain key facts and ideas in own words
- answer questions directly related to texts

4. Students will enhance the clarity and artistry of communication in order to

- rephrase by adding or deleting words, ideas, or information to make better sense
- print letters legibly from left to right, using lines on a page as a guide
- explore and use the keyboard to produce text
- identify and use an increasing number of words and phrases related to personal interests and topics of study

- write simple statements and demonstrate awareness of capital letters and periods
- use phonics knowledge and skills and visual memory to attempt spelling of words needed for writing
- know that words have conventionally accepted spellings
- present ideas and information to a familiar audience
- add such details as labels, captions, and pictures to own text

5. Students will respect, support, and collaborate with others in order to

   - talk about other times, places, and people after exploring texts from various communities
   - share ideas and experiences through conversation, puppet plays, dramatic scenes, and songs to celebrate individual and group accomplishments
   - work in partnerships and groups
   - take turns sharing ideas and information

Social Studies

In social studies, students develop the knowledge, skills, and positive attitudes they need to be responsible citizens and contributing members of society. Students learn to acquire and evaluate information and ideas. They learn to interact with others and develop understanding and respect for people in their school situations, their families, and their community. The focus of the Grade One Social Studies program is on students as participating members of their school and of their family. As well, students learn about Canada as a multicultural society. The following three topics are identified for Grade One.

My School

Students learn about being participating members of a school environment, whether that environment is in a traditional classroom or in a non-traditional setting. Roles and responsibilities of the student and other individuals within the school environment and their relationships are examined. The intent of the unit is to help students recognize that they are an integral part of their education and that their contributions are important. By the end of Grade One, students are expected to

- understand the purpose of the school arrangement
- understand that each member in the school environment has special responsibilities
- understand that there are rules
- understand that people in the school environment co-operate with each other
- understand that respect for people in the school situation is important
- acquire information about people through viewing and listening
- use simple maps to locate specific areas within the home
- take turns in discussions willingly
- express ideas orally and with pictures
- develop pride in the school environment

My Family

Students learn about the roles and responsibilities of family members. The major focus of this unit is the importance of co-operation and shared responsibilities. The intent of the study is to help students recognize that they are an integral part of their family unit and that their contributions are important. The students will also recognize the importance of the contributions made by other family members. By the end of Grade One, students are expected to

- develop acceptance of a variety of family structures, including one's own family
- understand that family members have different responsibilities
- understand that the responsibilities of family members may change
- understand that family members solve problems in different ways
- categorize pictures, facts, or events related to the family as similar, different, related, or unrelated
- role-play the dilemma others may face while handling family responsibilities

Other Canadian Families

Students are introduced to Canada as a multicultural society. The common elements of family life, as well as the traditions of families will be explored. Traditions of Canadian families should be examined by focusing on several of the following: language, food, clothing, special days, celebrations, music, crafts, and recreation. The intent of the study is to help students recognize the similarities and uniqueness of Canadian families and to help them view the similarities and the differences as positive aspects of a multicultural society. By the end of Grade One, students are expected to

- understand that families keep traditions that have been passed down from previous generations

- understand that Canada is made up of families who have common traditions that are unique to themselves

- understand that respect for traditions held by Canadian families is important

- gather information by surveying family members

- recognize a globe as a model of Earth

- identify and locate their community on a map

- draw conclusions about traditions held by Canadian families

- plan and carry out an action aimed at sharing a family tradition with others

Science

Learning about science helps students to understand and interpret the world around them. The purpose of the program is to encourage and stimulate children's learning by nurturing their sense of wonderment, by developing skill and confidence in investigating their surroundings, and by building a foundation of experience and understanding upon which later learning can be based.

In elementary science, students develop their skills of inquiry and problem solving. In science inquiry, the focus is on asking questions, exploring materials, and finding answers based on evidence. In problem solving, the focus is on practical tasks—finding ways of making and doing things to meet a specific need and using available materials. By the end of Grade One, students are expected to

- describe materials and objects that have been observed and manipulated, and identify what was done and found out

- construct, with guidance, an object that achieves a given purpose, using materials that are provided

The science program also plays a role in the development of student attitudes. At all levels of the elementary science program, students are expected to demonstrate positive attitudes toward the study of science and the application of science in responsible ways. The following five topics are identified for Grade One.

Creating Colour Using Pigments

Students explore coloured materials, learning about different colours, how they are created using pigments, what happens when they are mixed, and how they can be transferred from one material to another. Students learn to distinguish, describe, and work with a variety of materials to create, modify, and apply colours. In the process, students learn that different materials have particular properties and that the properties and interactions of materials have to be taken into account when they are used for a specific purpose. By the end of Grade One, students are expected to identify and evaluate methods for creating colour using pigments and for applying colours to different materials.

Seasonal Changes

Students learn that changes in their environment occur in a regular pattern known as the seasons. They explore weather change and how the ups and downs of weather affect their own lives. Looking beyond themselves and beyond the immediate weather, students are guided to discover that there are larger patterns of change that affect the life habits of many living things. By the end of Grade One, students are expected to describe seasonal changes and interpret the effects of seasonal changes on living things.

Building Things

Students learn about materials by using them to construct a variety of objects, including model buildings, toys, boats, and vehicles. Students select materials to use and gain experience as they cut and shape, fold, pile materials on top of one another, join parts, and try different techniques to achieve the result that they intend. By the end of Grade One, students are expected to construct objects and models of objects, using a variety of different materials and to compare components in their own constructed objects or models with those of others.

Senses

Students develop an awareness of their own senses and how they are used. They learn that each of their senses provides information about particular aspects of our environment and that, together, the senses enable us to know things and do things that we would not otherwise be able to do, or at least not as easily. Students learn about the function of their senses, how they are cared for, how they could be damaged, and how one's own ability to sense things may differ from those of other people and other living things. Through this topic, students learn to sharpen the use of their senses and describe, as accurately as possible, the information that their senses provide. By the end of Grade One, students are expected to use the senses to make general and specific observations, communicate observations orally, and describe the role of the human senses in enabling preception and action.

Needs of Animals and Plants

Students learn about living things and what they need to live and grow. By studying a variety of living things, students become familiar with similarities and differences and develop skills for describing and classifying what they see. As the topic progresses, attention is focused on how living things survive, what they need, and how their needs are met. Through the topic, students become aware that groups of living things have some common needs and that different animals and plants meet those needs in different ways. Students also learn about their own responsibility in caring for living things. By the end of Grade One, students are expected to describe some common living things and identify their needs.

Physical Education

The physical education program emphasizes active living, with a focus on physical activity that is valued and integrated into daily life.

The aim of the physical education program is to enable individuals to develop the knowledge, skills, and attitudes necessary to lead an active, healthy lifestyle.

Four general outcomes form the basis of the curriculum. These are interrelated and interdependent. Each is to be achieved through participation in a variety of physical activities from the five dimensions: dance, games, types of gymnastics, individual activities, and activities in an alternative environment (for example, aquatics and outdoor pursuits).

General Outcome A

Students will acquire the following skills through a variety of developmentally appropriate movement activities: dance, games, types of gymnastics, individual activities, and activities in an alternate environment such as aquatics or outdoor pursuits.

Basic Skills

By the end of Grade One, students are expected to

- perform **locomotor skills** through a variety of activities
- perform nonlocomotor skills through a variety of activities
- demonstrate ways to receive, retain, and send an object, using a variety of body parts and implements, individually and with others

Application of Basic Skills

By the end of Grade One, students are expected to

- demonstrate the basic skills in a variety of environments (for example, activities done on tarmac, cement pads, or sidewalks)
- perform simple movements by using elements of effort and space to respond to a variety of stimuli (for example, music)
- demonstrate body awareness when performing dance activities
- demonstrate body and space awareness when performing space-awareness games
- demonstrate an understanding of basic rules and fair play of simple games

- demonstrate the basic skills in educational gymnastics (for example, use of different body parts, types of effort, space, and relationships)

- demonstrate the basic skills of running, jumping, throwing in a variety of environments, and using various equipment (for example, skipping ropes)

General Outcome B

Students will understand, experience, and appreciate the health benefits that result from physical activity.

Functional Fitness

By the end of Grade One, students are expected to

- identify healthy nutritional habits

- demonstrate ways to improve personal growth in physical abilities

- experience and improve continued frequency of involvement in cardio-respiratory activities

Body Image

By the end of Grade One, students are expected to

- recognize personal abilities while participating in physical activity

Well-Being

By the end of Grade One, students are expected to

- describe how physical activity makes you feel

- recognize the changes that take place in the body during physical activity

- understand the connections between physical activity and emotional well-being (for example, feels good)

General Outcome C

Students will interact positively with others.

Communication

By the end of Grade One, students are expected to

- develop and demonstrate respectful communication skills appropriate to context

Fair Play

By the end of Grade One, students are expected to

- identify and demonstrate etiquette and fair play

Leadership

By the end of Grade One, students are expected to

- identify different roles in a variety of physical activities

Teamwork

By the end of Grade One, students are expected to

- display a willingness to play co-operatively with others in large and small groups

General Outcome D

Students will assume responsibility to lead an active way of life.

Effort

By the end of Grade One, students are expected to

- show a willingness to participate regularly in short periods of activity with frequent rest intervals
- demonstrate effort while participating in various activities

Safety

By the end of Grade One, students are expected to

- show a willingness to listen to directions and simple explanations
- participate in safe warm-up and cool-down activities
- move safely and sensitively through all environments (for example, space-awareness activities)

Goal Setting/Personal Challenge

By the end of Grade One, students are expected to

- participate in a class activity with a group goal (for example, walk a predetermined distance)
- try a challenging movement experience based on personal abilities

Active Living in the Community

By the end of Grade One, students are expected to

- identify and experience safe places to play in the community
- make decisions to be active

Health and Life Skills

The aim of the Health and Life Skills program is to enable students to make informed, healthy choices and to develop behaviours that foster the well-being of self and others.

There are three general outcomes that serve as a foundation. Each general outcome includes specific outcomes that students will achieve by the end of Grade One.

Wellness Choices

Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Personal Health

By the end of Grade One, students are expected to

- describe the health benifits of physical activity
- demonstrate positive hygiene and health-care habits
- identify the specific physical changes that occur during early childhood
- identify physical characteristics that make themselves both similar to and different from others
- recognize the importance of basic, healthy, nutritional choices
- determine safe and responsible use of various household/garage substances

Safety and Responsibility

By the end of Grade One, students are expected to

- describe actions to use in unsafe or abusive situations
- determine reasons for and apply safety rules at home
- describe and apply appropriate street safety behaviours in the community
- recognize community helpers, and identify how to seek their help

Relationship Choices

Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

Understanding and Expressing Feelings

By the end of Grade One, students are expected to

- recognize and demonstate various ways to express feelings
- identify physiological responses to feelings
- identify positive and negative feelings associated with stress/change
- compare and contrast positive and negative nonverbal communication and associated feelings

Interactions

By the end of Grade One, students are expected to

- identify the characteristics of being a good friend
- examine how personal behaviour and attitudes can influence the feelings and actions of others
- demonstrate simple ways to resolve conflict, with limited adult assistance

Group Roles and Processes

By the end of Grade One, students are expected to

- work co-operatively with a partner
- recognize and accept individual differences within a group

Life Learning Choices

Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Learning Strategies

By the end of Grade One, students are expected to

- demonstrate independence in completing tasks and activities, when appropriate
- explore different ways to know, or come to know, new things (using the senses)
- identify steps of a decision-making process for an age-appropriate issue
- define a goal, and recognize that setting goals helps accomplish tasks

Life Roles and Career Development

By the end of Grade One, students are expected to

- recognize interests, strengths, and skills of self
- demonstrate an awareness of the ways in which people perform responsibilities in the community, including paid and unpaid work

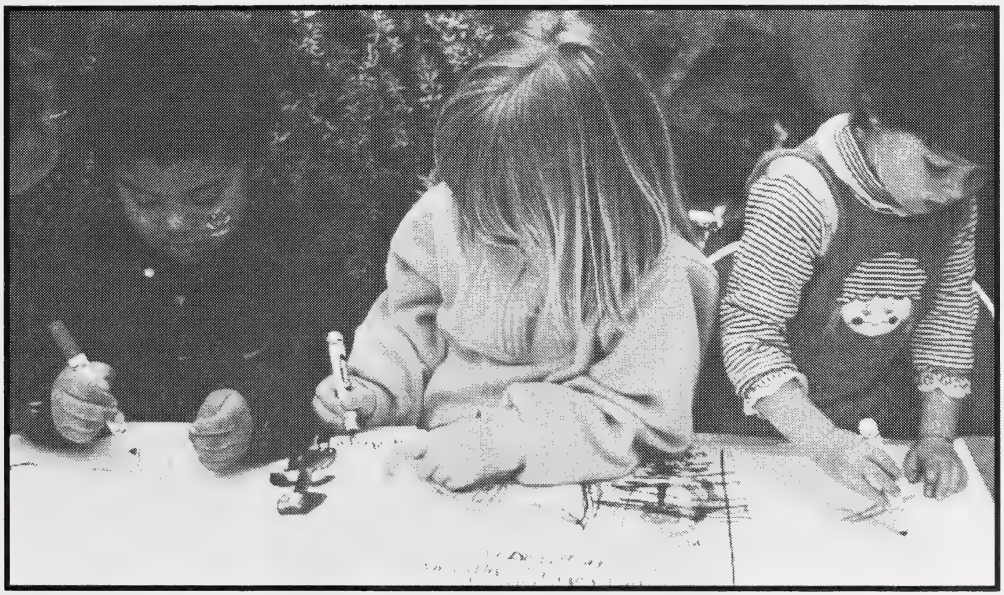
Volunteerism

By the end of Grade One, students are expected to

- describe ways people volunteer in the school and in the community
- select and perform volunteer tasks in the home and at school

Fine Arts

Art



In the art program, students are expected to learn visual art skills and concepts to interpret and communicate with visual symbols, to appreciate the cultural aspects of art, and to relate art to everyday life. The art curriculum has four major components:

- reflection: responding to visual forms in nature and designed objects

- depiction: developing imagery based on observations of the visual world

- composition: organizing images and their qualities in the creation of works of art

- expression: using art materials to make a meaningful statement

Students are expected to

- notice that objects have common features
- assess the use or function of objects
- develop decorative styles
- represent surface qualities of objects and forms
- add finishing touches to their creations
- decorate items they create
- use media and techniques with an emphasis on exploring and applying methods in drawing, painting, print making, sculpture, fabric arts, photography, and computer graphics.

Drama

Drama is an optional program designed to be used as a separate subject or integrated with other subjects such as language arts. In the drama program, students are expected to develop a positive self-concept by assuming other roles and acquiring dramatic skills. Eleven forms of dramatic expression are common components of an elementary drama program. The dramatic forms of expression include dramatic movement, mime, choral speech, storytelling, dramatization, puppetry, choric drama, readers' theatre, story theatre, playmaking, and group drama. Students are expected to

- develop flexible, free, and controlled movement
- learn to express themselves physically and imaginatively through movement and gesture
- recognize and reproduce the sounds of standard speech
- learn about pitch, pace, pause, rate, intensity, and volume
- speak with an appreciation of the voice as an instrument
- accept role playing as a positive learning experience
- apply dramatization skills to puppetry by creating a character for a puppet
- speak with energy

- develop appreciation for enjoyment of literature

- co-operatively build a drama to solve problems and appreciate the shared creation of a drama

Music

In the music program, students are expected to develop an enjoyment of music, an understanding of a variety of music styles, and an insight into music through meaningful musical activities, such as attending a concert or playing a musical instrument.

The music program is developed around the concepts of rhythm, melody, harmony, form, and expression. These concepts are learned through participating in six skill areas: listening, moving, singing, playing instruments, reading, and creating.

By the end of Grade One, students are expected to

- distinguish environmental sounds
- be an attentive member of the audience
- follow a story told by music
- mime animals, machines, and other sounds
- perform simple action songs and singing games
- respond to beat through action and simple body percussion, such as clapping
- respond to tone matching and echo games
- experience singing alone and accurately in unison in a group
- play a steady beat, using rhythm instruments
- echo, clap, and chant written rhythm patterns
- respond to simple instrumental scores on large charts
- build "so-mi-la" patterns on a simple staff

- use suitable sound effects for poems and songs
- use instruments to create high-low, loud-soft, slow-fast, short-long, up and down sounds
- create singing "conversation" (tone matching)

Information and Communication Technology (ICT)

The Information and Communication Technology (ICT) curriculum provides a broad perspective on the nature of technology, how to use and apply a variety of technologies, and the impact of ICT on self and society. Students in Kindergarten through Grade 12 will be encouraged to grapple with the complexities, as well as the advantages and disadvantages, of technologies in our lives and workplace.

Technology is about the way things are done—the processes, tools, and techniques that alter human activity. ICT is about the new ways in which we can communicate, inquire, make decisions, manage information, and solve problems.

The ICT curriculum is not intended to stand alone as a course, but rather to become a part of core courses and programs.

General and Specific Outcomes

There is a progressive sequence of skill development throughout the grades. Specific outcomes expand on the general outcomes and state in more detail what students are expected to learn. ICT outcomes are organized into three main categories with the specific outcomes directly applicable to Grade One following each category.

Communicating, Inquiring, Decision Making, and Problem Solving

By the end of Grade One, students are expected to

- access, use, and communicate information from a variety of technologies
- use technology to aid collaboration during inquiry
- use technology to investigate and/or solve problems
- use electronic research techniques to construct personal knowledge and meaning

Foundational Operations, Knowledge, and Concepts

By the end of Grade One, students are expected to

- demonstrate a basic understanding of the operating skills required in a variety of technologies

Processes for Productivity

By the end of Grade One, students are expected to

- compose, revise, and edit text
- communicate through multimedia

All About Grade One Thematic

The Thematic Approach to Learning

Each theme in Grade One Thematic is developed around broad concepts rather than narrow topics to accommodate the wide range of student needs, interests, and abilities. This development also means that sub-themes are planned and emerge from student input.

The central theme for each module connects the core subject areas of language arts, social studies, and science. It also addresses outcomes in fine arts, physical education, health and life skills, and information and communication technology.

In the beginning of a theme, considerable support and student exploration may be appropriate as your learner works to build a knowledge base and to connect the concepts being learned to personal experience. During the course of the theme, more student initiative and control in terms of input, choices, independence, product, and focus is possible and worthwhile. The more student input and choice you are able to allow, the more likely the student will be able to develop a sense of ownership for the theme, which will sustain interest and develop understanding.

Some of the advantages to the thematic approach to learning are listed below:

- allows for the integration of multiple sources of information in a way that facilitates the student making connections

- encourages the student to expand personal repertoire of language strategies

- has the potential to relate content to the life of the learner

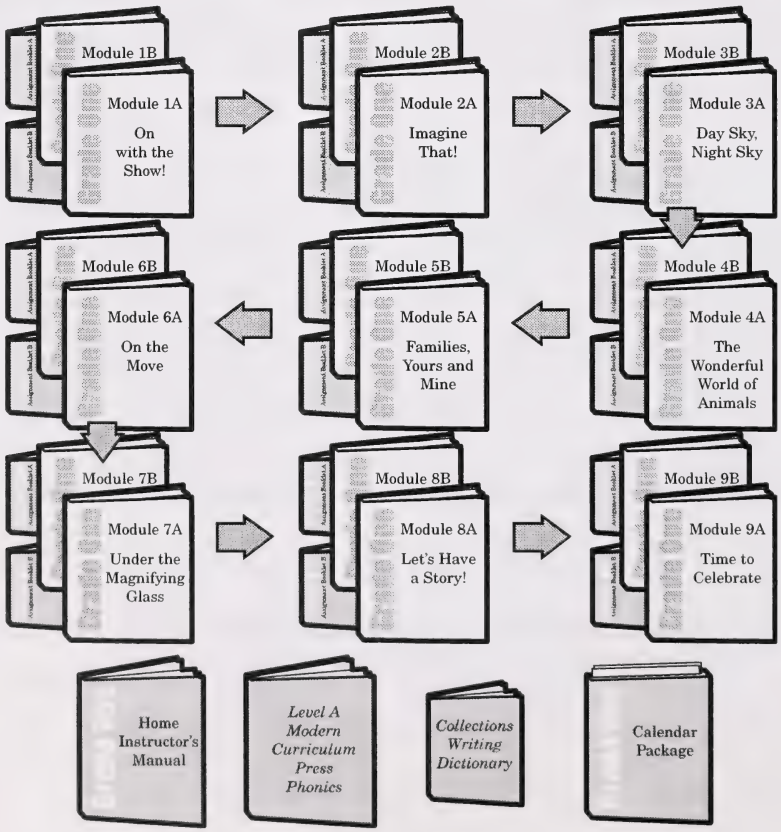
- provides opportunities for the student to make connections with other learners who are involved in considering the same ideas, concepts, and strategies

- enables students to make connections between subject areas
- provides opportunities to capitalize on community resources or the learner's background

How the Resource Is Designed

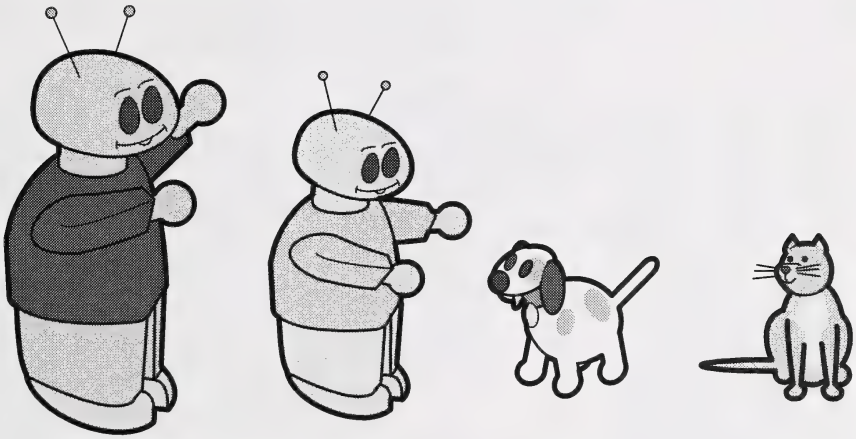
The resource package involves several other parts in addition to this Home Instructor's Manual. The program is divided into nine segments of learning called modules. For each module, there are four print elements: two Student Module Booklets (A and B) and two Assignment Booklets (A and B). A survey of the remaining components will show you that there is a *Level A Modern Curriculum Press Phonics* workbook, *Collections Writing Dictionary,* and a Calendar Package.

If your student is doing the entire Grade One Thematic program, begin with Module 1. Otherwise, begin with the module that has been recommended for your student. In either case, proceed with subsequent modules in order until the program is completed with Module 9.



The Resource Characters

Throughout the resource, you will see characters involved in activities that illustrate the concepts. Introduce these four main characters to your student before you begin the Student Module Booklets and Assignment Booklets.



Home Instructor Mascot C-Spot C-Cat

Student Module Booklets

Student Module Booklets contain guided activities that will take you through Grade One Thematic and show you, step by step, what to do with the student. These activities will prepare the student for the assignments.

The structure of the Student Module Booklets follows a systematic design. Overviews of the entire resource and its visual icons begin every module. A Contents page outlines the following preliminary pages:

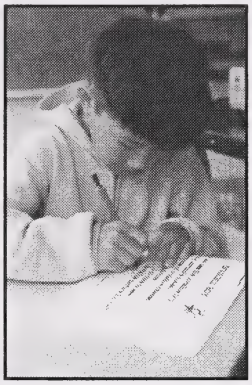
- a Module Overview, which introduces the module theme and the broad curriculum concepts on which it is based
- a Module Web Chart, which highlights the main theme topics
- a Module Skills and Concepts chart, which highlights the curriculum objectives that are presented in the module
- a Module Materials and Resources section, which includes listings of all the basic materials required for the module, as well as suggested resources that you could use to enrich student learning
- the "SPICE" page (Teaching the Whole Child), which illustrates the five aspects of early childhood education to keep in mind while working as a home instructor: **S**ocial, **P**hysical, **I**ntellectual, **C**reative, and **E**motional

The body of each Student Module Booklet is made up of nine daily lesson plans. Each daily lesson plan contains student activities that develop skills and knowledge centred around particular outcomes, called Focus for Today.

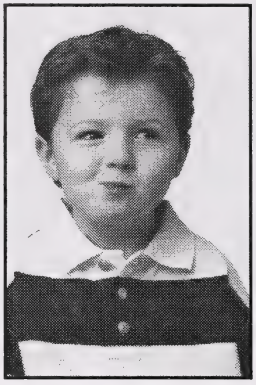
The activities may involve various **thinking strategies**, such as those that follow.

Thinking Strategies

Exploring
imagining
examining
extending
calculating
estimating
visualizing
reading
measuring
predicting
experimenting
listening
recognizing
brainstorming
associating
discovering
inventing
challenging
manipulating



Organizing
dividing
arranging
rearranging
ordering
sequencing
webbing
sorting
matching
recording
tallying
modelling
connecting
charting
diagramming
patterning
classifying
symbolizing
surveying
graphing



Assessing
justifying
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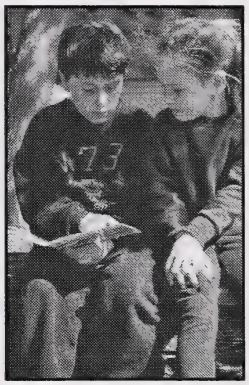


Applying
predicting
discovering
generalizing
telling
elaborating
role-playing
displaying
investigating
observing
discussing
reasoning
writing
illustrating
reading
describing
demonstrating
constructing

Each day also includes optional Enrichment activities in case the student needs extra help or a challenge. This flexibility caters to each student's personal situation.

Assignment Booklets

The Student Module Booklets each have an Assignment Booklet—one for Days 1–9 and another for Days 10–18. The activities in the Assignment Booklets are used by the teacher to assess your student's understanding of the concepts in the modules. The student generally completes these assignments daily after you have completed the related module activities together. Submit each Assignment Booklet and its related items to the teacher for marking as directed in the Assignment Booklet. Do not keep back Assignment Booklets to be submitted in groups.

It is important to submit assignments regularly in order to facilitate

- recording a current assessment of the student's progress
- providing frequent feedback to the student
- solving problems as they arise

The Role of the Home Instructor

Using the structure of the Grade One Thematic resource and guidance from a teacher, you, the home instructor, will have the important role of encouraging and challenging your student to become actively involved in the Grade One studies. In order for this active learning to take place, you will need to set up a rich learning environment. Think in terms of "immersion." Your student's environment should not only support learning but also invite and stimulate exploration and discovery. Before beginning each day's activities, let your student informally explore the materials that will be used in a structured way during the lesson.

Arranging the Learning Area

Where will your student work? It should be a quiet, comfortable area with no distractions. You might choose the kitchen or the student's room, or you may have the luxury of a spare bedroom that you could turn into a learning area. It is desirable to have a bookcase, a chalkboard or whiteboard, a desk or table to work on, and a bulletin board for student work and learning charts. The side of a refrigerator makes an ideal bulletin board. Proper lighting and comfortable seating are essential. Keep all supplies handy and organized in your learning area.

Using Organizational Tools

Use baskets, plastic pails, filing cabinets, storage chests, and other containers to store required materials. For example, you could use colour-coded containers for different supplies. The more organized you are, the more time you will have for learning activities. Any effort you invest in setting up and maintaining the learning environment will serve you well.

Making a Time Commitment

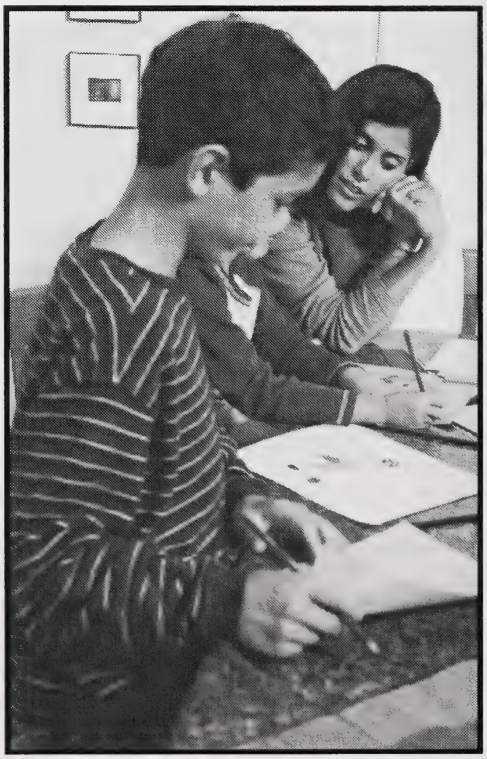
A well-managed school program begins with a commitment to planning. Long-range planning, weekly goal setting, and day-to-day decision making will help you gain confidence. Involve your student in the planning as well in order to encourage the following in the child:

- a sense of direction
- increased self-confidence
- commitment to the program, goal setting, and improvement

Scheduling

On a weekly basis, spend approximately two hours preparing lessons, organizing the week's schedule, and planning extra activities, such as a field trip to the library. Begin by scheduling how you and the student plan to comfortably complete this program. Some families find schooling year-round suits them, and others like to take traditional school breaks.

Set daily activity goals. Do not let unmet goals discourage you. You will get more accomplished by setting goals and not meeting all of them than by not setting goals at all.



If you are presenting both Grade One Thematic and Grade One Mathematics to your student, set a definite time period for each subject or activity. Suggested times to work on calendar activities and other lesson activities are stated, but you can adjust them to meet your student's needs. For example, there may be days when it would be better to take two days to complete one day's lesson or to come back to a project at a more appropriate time. Do not let single subjects or activities go on indefinitely. After completing one activity, give the student a short break before proceeding to the next activity.

The important thing is to maintain a comfortable and consistent routine. This routine includes having a set bedtime and rising time for your student on school days. It also includes maintaining a daily lesson routine. **Refer to the Appendix of this Home Instructor's Manual for the Suggested Daily Routine.**

Questions, Issues, Knowledge, and Attitudes

In the section of the Social Studies curriculum called My School, you and your student are expected to discuss the following questions and issues:

- How can we help other people do their jobs more effectively?
- How can we assist others with their learning?
- How can I help make learning exciting for my friends and myself?
- How can we co-operate with other members of our school environment?
- How can we show respect for each other?
- How can I be a better member of the school?
- How does the school help me?
- Why should we work together in the school?
- Who should be responsible for clean-up?
- Who should be responsible for making rules?

Your student is also expected to know the following:

- name of the school
- location of rooms and areas in the school and schoolyard
- use of rooms and areas in the school
- significance of the Canadian flag
- purpose of the school
- responsibilities of the student to the total school (for example, learning, co-operation)
- school rules and the importance of observing them
- ways in which the student affects the roles of adults in the school
- ways in which other individuals in the school affect students
- ways people show respect for each other such as listening to others, helping others, talking to others, and playing with others

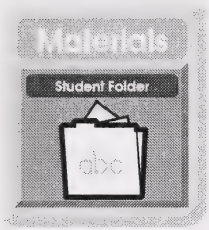
Lastly, your student is expected to develop the following attitudes:

- pride in one's school
- positiveness and responsibility towards school and learning
- willingness to co-operate with students and adults
- satisfaction in exercising one's role as a responsible member of the school
- respect for others in the school

Since each family is unique, many of these questions, issues, knowledge, and attitudes are best discussed, developed, and maintained on an ongoing family basis. Consequently, take time to discuss these Grade One social studies objectives whenever the opportunity arises, such as at the beginning of the school year, during family meetings, and at other teachable moments. Having the child learn these objectives in a meaningful, caring, and integrated way will enhance learning, especially if the learner is involved in the decision-making process.

Preparing a Student Folder

Most of the assignments are in the two Assignment Booklets that accompany each module. However, the student will complete other projects as well. Whenever you see the icon to the left, place these other assignments in a Student Folder. Store projects in this folder until the time comes to submit them as the teacher has indicated. There are instructions in the Student Module Booklet indicating how to label these items as you place them in the folder.



The Student Folder is not provided for you. To create one, you can use a box, a commercial file folder that the student has decorated and labelled, or a folder made from heavy-weight paper. Only the contents are submitted to the teacher, not the Student Folder itself.

Sending Module Assignments to the Teacher

On Day 9 and Day 18 of each module, you will find a checklist in the Assignment Booklet to help you compile items for submission to the child's teacher. Follow the directions that accompany this checklist. The teacher will let you know the submission schedule that has been outlined by your school.

When the Assignment Booklet and other items are returned to you, read all teaching notes, explain them to the student, and act on them if necessary. Focus on the student's strengths, and support the student in areas of weakness. Help the student set, monitor, and maintain improvement goals.

After the student's assignments have been reviewed, place them in a binder or other suitable organizer for future reference. You will see growth in learning by comparing present work with previous submissions. Always give the student specific praise for effort and improvement that is apparent in ongoing work.

Gathering Basic Supplies

Certain basic supplies are required on a regular basis throughout Grade One Thematic. Prepare a box containing these materials, and keep it in your work area for use during the program.

Master List of Required Materials

- HB pencils
- eraser
- various colours of wax crayons, pencil crayons, and felt markers
- chalkboard and chalk or whiteboard and dry-erase pen
- safety scissors
- glue stick and white glue
- ruler
- stapler
- file folders
- paper clips
- masking tape (narrow and wide) and transparent tape
- tempera paint and various sizes of brushes
- binders for returned assignments and charts
- magazines and catalogues that can be cut up
- various sizes of envelopes and containers for holding items
- stars, stickers, stamps, and stamp pad
- clear, self-adhesive vinyl
- paper of various types and sizes
  - lined and unlined loose-leaf paper
  - construction paper
  - manila paper
  - drawing paper
  - painting paper
  - cardboard (new or recycled)
  - unlined index cards, 13 cm by 8 cm
- three interlined exercise scribblers (23.1 cm by 18.1 cm)
- three exercise scribblers (half ruled and half plain)

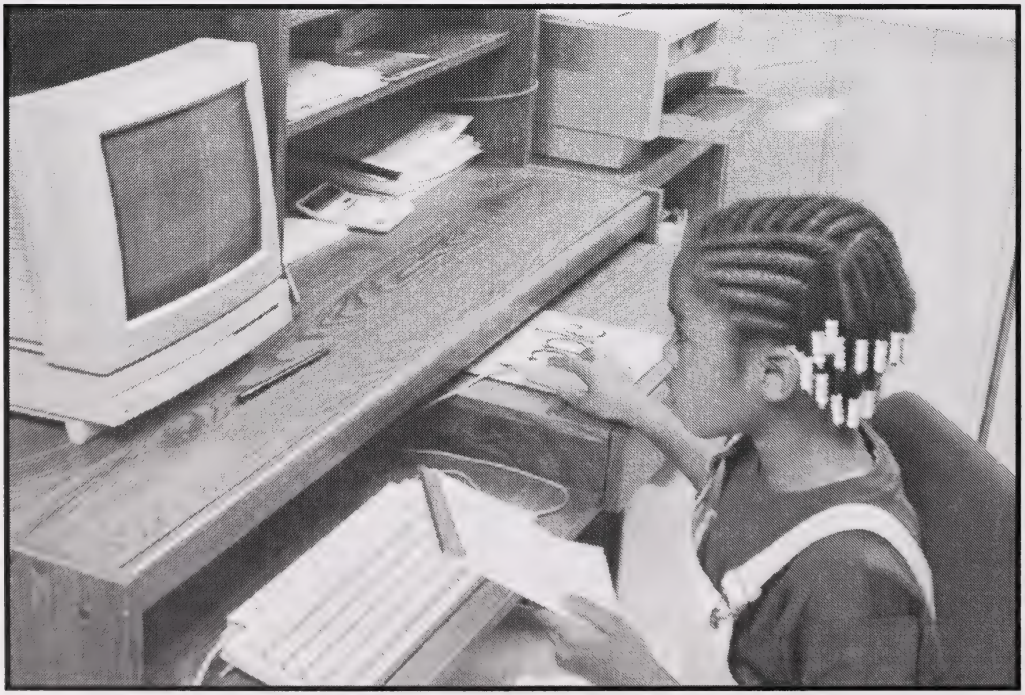
In addition to the supplies on this master list, you could use resources such as books, a cassette recorder, a camcorder, a camera, and a computer. Keep in mind that resources vary on a daily basis. Refer to the list called **What You Need Today** at the start of each day's lesson.

How the Computer Can Help You

If you already own a computer or are interested in purchasing one, this section will briefly explain how a computer can enhance your student's learning. When provided with basic knowledge, a typical Grade One child loves to explore and play on a computer. Without basic knowledge, the student may become frustrated or bored or do damage to the computer.

When you have access to a computer, begin to develop your student's knowledge by teaching how to do the following:

- Turn the computer on and off.
- Access a word-processing program, software program, or the Internet.
- Position the keyboard, mouse, or other input devices.
- Perform simple tasks (for example, use a word-processing program to print the alphabet).
- Use the mouse, the space bar, and the Enter key.



Looking for Software

Computer software is constantly changing. Updated versions are released every few months, so it is advisable to do the following:

- Buy the latest version of any program, but first check to be sure that it is compatible with your computer.
- Investigate thoroughly before you buy.
- Talk to other people about what they find useful and why.
- Ask if stores will allow you to preview sample copies of a program before purchase so you can assess the value for your own purposes.
- Keep in mind that most software companies are American. Be prepared to deal with variations in spelling of words and measurements.

Surfing the Net

Much fun and learning begin when you and the student venture beyond your desktop into the world of the Internet, or cyberspace.

The Importance of Adequate Access

For convenience, you could find a server with a local connect number that provides approximately 100 hours of access to the Internet for a flat monthly fee and uses Netscape® Navigator™ or Microsoft® Internet Explorer™ as a browser. A **browser** is software that lets you use the Internet.

Search Engines

The volume of information on the Internet is growing daily, so it is necessary to use a search engine to find the information you need. A search engine is a program that retrieves information or files from the Internet. Some examples of search engines are *AltaVista*, *Yahooligans, Lycos*, *Infoseek*, *Google*™, and *Excite*. You can enter a word, such as *alphabet*, and the search engine will list websites that match your word. You can then choose the ones you want to look at.

Things You Might Not Like About the Internet

There are disadvantages to cyberspace. A major one is that undesirable sites can be hidden in innocent places. It is important for you to monitor the sites your student is accessing. A second concern is that "surfing the net" is time-consuming. Even with the fastest equipment, it could be difficult to find a website that best suits your needs. It is also important to recognize that information posted on the Internet is not always accurate. Checking sources for validity is also necessary.

Educational Sites

If you already have access to the Internet, the following are some sites that could enhance your student's thematic learning. Remember that exploring these references is optional, and be aware that these addresses are subject to change. If you do not have Internet access at home, most libraries have facilities where you can access the Internet.

http://www.sciencenetlinks.com/matrix.cfm

http://www.trip1.org

http://www.hiyah.com/

http://www.childrensmuseum.org/

http://www.blackdog.net

http://www.preschoolrainbow.org

http://www.edupuppy.com

http://www.festivals.com/kids/

http://www.fieldtripfactory.com/pages/home.html

http://www.andersenfairytales.com

http://www.grimmfairytales.com

http://www.geography4kids.com/index.html

http://www.surfnetkids.com/

http://www.skyviewcafe.com

http://www.cln.org/kids_index.html

http://www.bbc.co.uk/education/wordsandpictures/

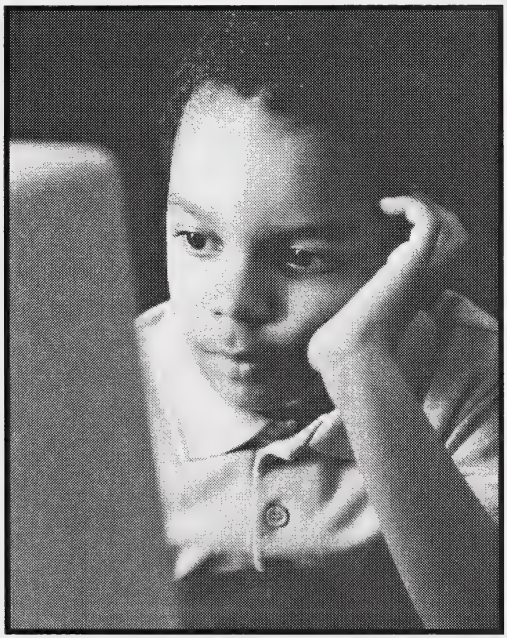
http://www.sbcss.k12.ca.us/sbcss/specialeducation/

http://www.parentcenter.com/calculators/learningstyle?CP_bid=

http://www.kidshealth.org/kid/

How the Student Can Benefit from a Word-Processing Program

At the Grade One level, it is generally advisable to have a student use the mouse rather than the keyboard alone. Keyboarding before the child is developmentally ready or has learned proper techniques could foster the "hunt and peck" method of keyboarding. One way to develop good keyboarding skills is to use a software program, such as *JumpStart Typing*. This program is produced by Knowledge Adventure, Inc., Glendale, California. One version was produced in 1997. If this program is not available, check for other possibilities.



Buying a Computer

Do as much research as possible before purchasing a computer.

- Talk to people who already have a computer. Discuss what they like about their computers, any problems they have had, and whether they would do anything differently if buying another computer.
- Read about computers. For example, *Consumer Guide* magazine is a good source of information.
- Use a computer at a library or friend's house.
- Shop around, and ask many questions.
- Listen to or watch computer talk shows.

Student Assessment

Curriculum describes what students are expected to learn. A range of assessment tools (for example, assignments, activity samples, learning logs, and self-evaluation) will help you gather information on your student's ability to understand and apply curriculum skills and concepts. Through conversations and written comments, the teacher will provide an assessment of your student as a developing learner. A subject grade will relate your student's performance to curriculum standards.

Have the student work carefully. If your student is having difficulty, reread the appropriate teaching information and have the student review the activity or assignment. Review all work with the student before submitting it to the teacher. Focus on any errors in the daily work, and have the student make necessary corrections. Correct in a different colour. This monitoring provides remediation while the concept or skill is still fresh in the student's mind.

Comment in the daily Learning Log on any corrections that your student makes.

Contact the teacher for the following specific assessment information:

- How is grading affected if work is missing, incomplete, or incorrect?
- Can work be corrected and resubmitted?
- Can marks be adjusted if work is corrected and resubmitted?
- When do report cards come out?
- Is it possible to discuss the student's work in person or by telephone?
- Who else receives reports of the student's progress, for example, a local school principal or superintendent?
- What are the requirements for promotion to a higher grade?

Self-Assessment and Goal Setting

An important component of learning is self-assessment and goal setting because it gives students the opportunity to think about how they learn. Use the following information to help your learner become actively involved in self-assessment and goal setting.

Steps to Self-Assessment

Step 1: Talk about the purpose and importance of self-assessment and goal setting with your student.

Step 2: Model what learners do as they reflect on their learning by thinking aloud and self-monitoring.

Step 3: Use common vocabulary when discussing and assessing the learning.

Step 4: Provide opportunities for students to describe the learning processes and skills to practise self-assessing and goal setting. The following list of self-assessment starters will help your learner think about and value what has been learned, what needs to be learned, and how it can be best learned.

Self-Assessment Starters

- I am proud of . . .
- I learned to . . .
- Please pay attention to . . .
- The hardest part was . . .
- This activity was difficult to do because . . .
- This activity was my favourite because . . .
- The best part of working together was . . .
- This piece surprised me because . . .
- This work shows how I have improved in . . .
- This activity is something I worked on with . . .
- I need to . . .
- I want to . . .
- I used to . . ., but now I . . .
- The easiest part was . . .
- This is my first . . .
- I chose this because . . .
- If I did it over again, I would . . .
- Three things to highlight are . . .
- I included this item because I tried really hard to . . .
- This activity is something I want to keep working on because . . .

An example of a goal-setting form follows.

My Goal for This Week

Date _____ My Name _____

The goal I'm going to work on this week is _____

_____

_____

_____ I achieved my goal.

_____ Good Improvement

_____ I'm still working on it.

_____ I did not achieve my goal because _____

_____.

_____ _____

Child's Signature Home Instructor's Signature

Learning Log and Journal—Response Starters

Consider these beginning sentence stems when starting the entries to your learning logs and journals:

- I wouldn't want . . .
- I am confused about . . .
- I wish I had asked . . .
- One thing I'm working on . . .
- Sometimes I have trouble . . .
- This question helped me to think . . .
- I would like to know . . .
- I could . . .
- If I could . . .
- I wish . . .
- I think . . .
- I hope . . .
- I asked . . .
- I would like . . .
- I would never . . .
- I remember . . .
- If I was . . .
- I wonder . . .
- I want . . .
- I found out . . .
- If I was . . ., I would . . .

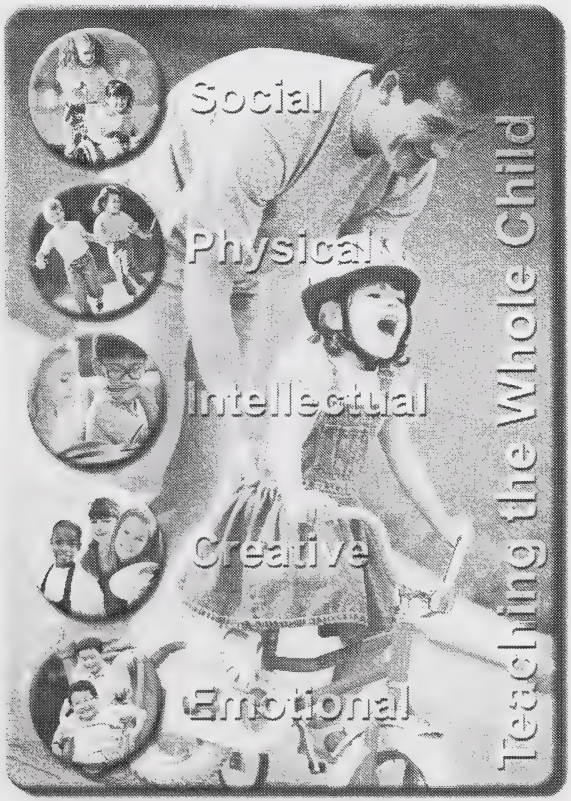
Consider these beginning sentence stems when you are looking back at your thinking, or wondering how you feel about something but don't know where to start.

- I was surprised when . . .
- I used to think . . ., but now I know . . .
- I wish I had more time to . . .
- Today we worked on . . .
- After learning about . . . I'll probably . . .
- I'm having trouble with . . .
- I am still confused about . . .
- I do my best work when . . .
- I found it hard to . . .
- Today I learned . . .
- Three things I know about . . .
- I can't seem to work when . . .

Development and Learning in the Early Years

Teaching the Whole Child

One of the most important constants for humans is that all aspects of development—**social**, **physical**, **intellectual**, **creative**, and **emotional**—are interrelated. Each area influences and is influenced by all other areas. This concept is illustrated in the Teaching the Whole Child page that appears at the beginning of every module.



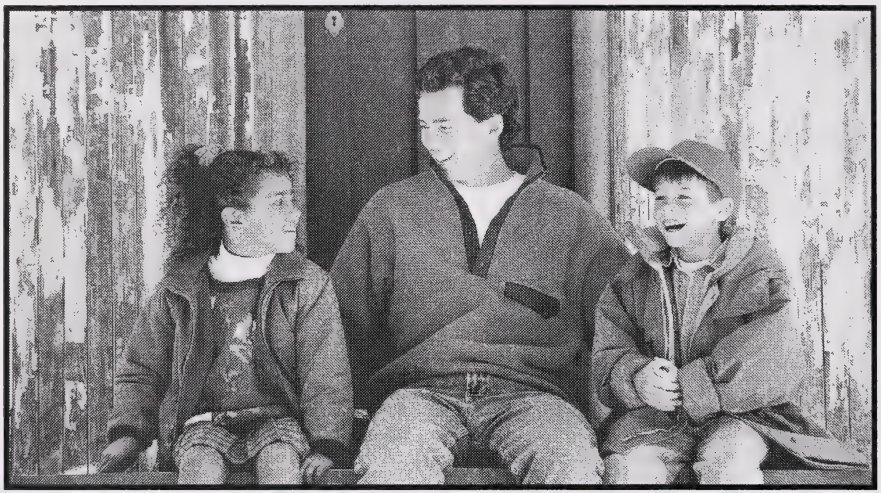
Because these areas of growth cannot be neatly separated into parts, failure to attend to all aspects of a student's development can cause learning problems. For example, the connection between emotion and learning is becoming increasingly clear from research on brain development and memory. While negative emotional situations may interfere with learning, activities with positive emotional connections can make learning more meaningful and memorable.

Following are general descriptions of widely held expectations for the social, physical, intellectual, creative, and emotional development of five- to seven-year-old children.

Social Development

Relationship to Adults

At this stage, children especially need praise, warmth, patience, guidance, and success. They want adults to listen to their points of view, and they enjoy imitating adults. Reasonable rules and structure help provide security and foster children's trust in the adults that are in charge.



Relationship to Peers

Most children at this age are becoming increasingly interested in peers, especially same-gender playmates. They are more capable of sharing; playing co-operative, rule-regulated games; and following the rules. During this time, children usually develop their first reciprocal (give and take) friendships.

Physical Development

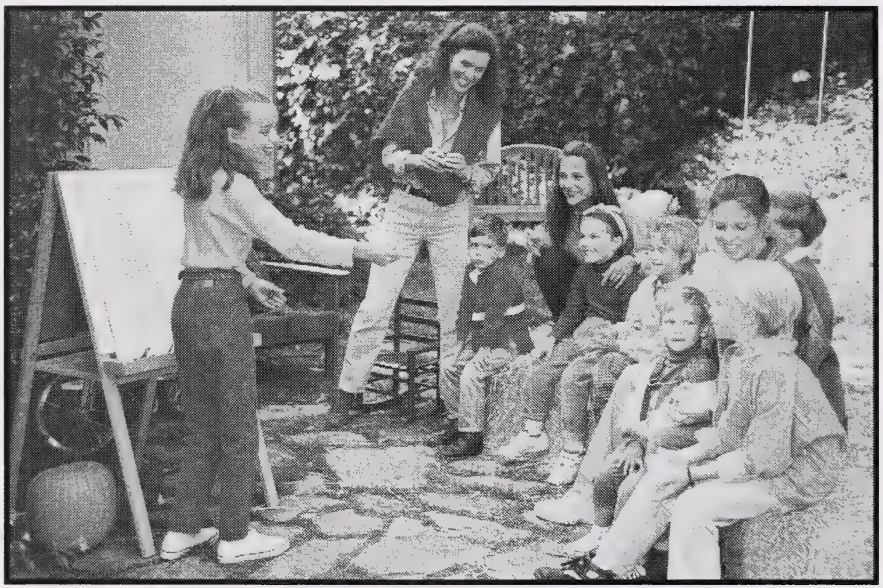
The brain and spinal cord are maturing; consequently, skills such as reading and writing are advancing. Wrist and finger bones are also growing, allowing more precise handling of materials. Drawings begin to show recognizable shapes as part of a whole picture. Printing, a complex process, takes longer to learn. Left- or right-hand preference is established for some children at this age. Others show no hand preference.

The senses of sight, hearing, smell, taste, and feeling are coming along rapidly and are at various levels. Hearing is not fully developed, causing children to have some difficulty distinguishing and remembering sounds. Co-ordination of eyes and other senses continues to evolve. Generally at this age, children are naturally far-sighted. Sustained, close work can have adverse effects on young children, so schedule regular breaks from seat work.

Physical growth and greater body co-ordination contribute to an increased ability to control movements such as running, jumping, and balancing. These factors also increase the ability to sequence a series of movement skills, such as somersaults. Large muscles, especially in boys, are becoming stronger and more mature. Boys may be faster and more skillful at athletics, whereas girls generally are better at fine-motor skills, such as printing and cutting. Both boys and girls have high energy levels, but they tire easily.

Intellectual Development

Six- and seven-year-olds build on the important developments of their first years of life and seem to settle down to a steadier pace of growth and learning. They begin to be able to think about and solve a wide range of problems. This milestone in intellectual ability has important implications for every area of development. For example, children at play engage in games with rules, because they now can understand and consistently apply them. Likewise, their language use becomes more complex, partly because they understand that one word can have multiple meanings. In the social-emotional area, the new-found intellectual ability of these children has important implications for their thinking processes and developing understanding of self.



Children aged six and seven are usually interested in real-life tasks and problem solving. They generally have long-enough attention spans to stick with things until a project is finished, a problem solved, or an argument resolved.

Concepts of time and space are improving but still not mature. Not until about age eight are children reasonably accurate in placing events in sequence. Symbols such as words and numbers can be used to represent objects. It is still very important to relate hands-on materials to these symbols whenever possible.

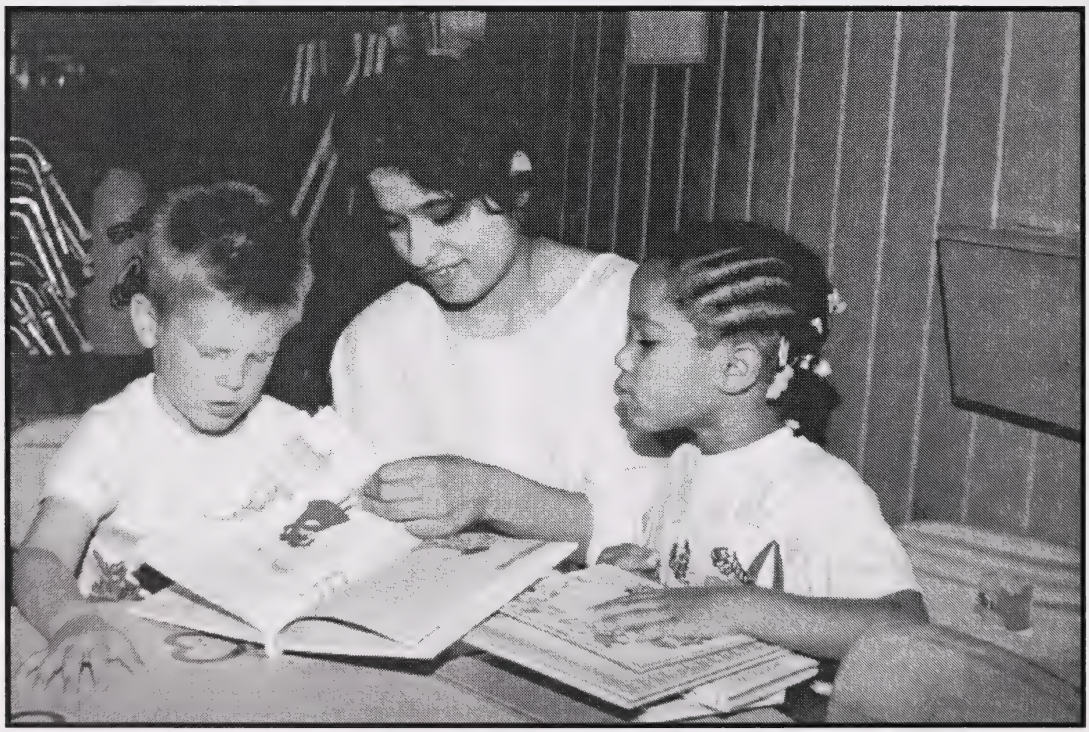
This age group of children learn by changing things with awareness and intent. They like to select, combine, and show initiative. Touch and movement are very important to learning, but thought does not always come before action. Plans may be made ahead of time and carried out, or they may evolve during an activity.

From ages six to seven, children show improved ability in short- and long-term memory. A child's foundation of knowledge and concepts contributes to improved memory and connects to new information and experiences. Memory is still largely associated with personal experiences. Adults can encourage the use of memory strategies, such as connecting information to personal interests, looking for patterns, and repeating information.

Changes in language and communication capacity are closely tied to intellectual development. Vocabulary increases by reading as well as by listening, and expressive vocabulary expands from spoken to written communication. Speech becomes more social and less child-centred. Speaking and listening vocabulary usually doubles during this time. Language is used to clarify, direct, report, imagine, reason, predict, and project self.

Since language skills are still developing, incorrect grammar, sentence structure, and word usage are common. It is usually best not to correct a child's language errors directly. Instead, use a more child-friendly method, such as repeating the question in its correct form as part of the answer. At this age, children like to ask many *how* and *why* questions about their physical world.

While in this stage, children try to match print to their own flow of language. They acquire reading skills through observation and instruction. They are developing an interest in dictating stories and recalling the meaning of stories without focusing on the printed word. Instead, they use pictures, knowledge of the situation, and knowledge of the story structure to recall meaning. A sight vocabulary, or words that the student knows by sight, begins to emerge. Children learn to sort words by significant features and to read stories using meaning, sentence structure, and the sounds of letters. A variety of printed material is useful to create personal reading strategies.



Creative Development

Creativity is a way of thinking. It appears in almost all aspects of life, from solving a problem, to determing how to move to interpret music, to using colour in a picture.

Most school-age children are learning to solve a wide range of problems, so this age is ideal to foster creative thinking. Teachers and parents can do the following to help children learn to think and solve problems creatively:

- Encourage children to think and act without adult direction but within the limit of reasonable rules.
- Give children opportunities to try ideas and make mistakes.
- Model the consideration of several solutions for any one problem.
- Challenge students to consider various solutions by allowing expression of ideas with no fear of negative response.
- Give children opportunities to make choices and engage in "imaginative play."
- Immerse children in stimulating, real-world environments (for example, an outdoor study of insects).
- Encourage children's sense of accomplishment through activities, such as building models, cooking, creating stories and artwork, and playing music.
- Help children explore their world by taking field trips to museums, workplaces, and other neighbourhoods.
- Constructively assess students' work so children become aware of specific things they do well and one or two specific things they need to improve.

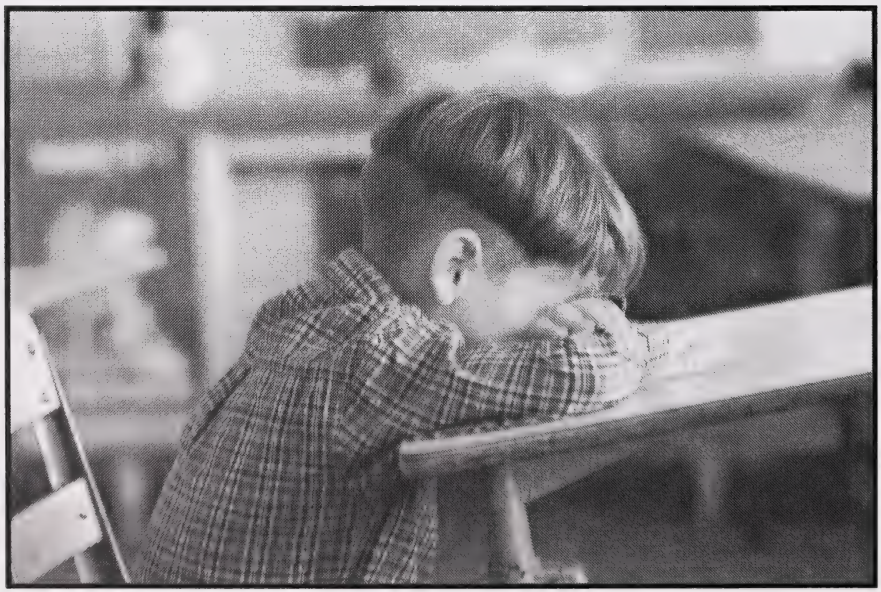
Emotional Development

Intellectual growth between ages five and seven affects not only children's understanding of other people but also their understanding of self. While preschool children typically describe themselves in terms of their behaviours, for example, "I went to the zoo," school-age children form academic, social, and physical images of themselves. At about age eight, these images combine into a general image of self.

At this age, children are generally more predictable, independent, self-controlled, and self-confident than preschoolers; they are also very concerned with satisfying their own needs.

One of their needs is to seek a sense of security in groups, organized play, clubs, and friendships. They begin to play with one another, rather than beside each other. Being with friends, especially ones of the same gender, becomes increasingly important. The ability to see things from another child's viewpoint is beginning to develop. School-age children use language to describe their feelings. Self-concept is influenced by how others feel toward them. At approximately age seven, children begin to understand that others don't always feel the same way they do.

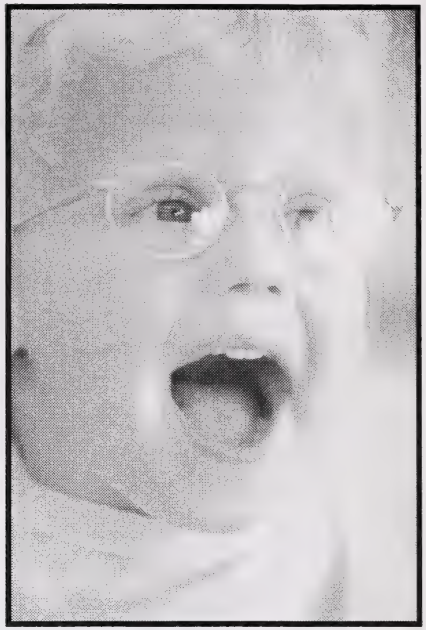
During this stage of development, children generally view things as black and white, right or wrong, wonderful or terrible, with very little middle ground. There is a strong desire to do things well and to do things right. Criticism or failure is difficult to handle.



It is important for children to develop a sense of competence. They need the knowledge and skills recognized as important by their culture, especially social, literacy, and numeracy skills. A large body of research provides powerful evidence that children who fail to develop minimal social competence and who experience rejection or neglect by peers are at significant risk of dropping out of school, delinquency, and mental-health problems. The challenge for adults is to build on children's strong motivation for mastery, without breaking their spirits.

At this time of life, children usually start to accept their own strengths and shortcomings and to make social comparisons. Such information becomes part of children's self-concept and can affect their motivation. Unfortunately, when adults encourage competition and comparison, they lessen children's optimism and trust in their own abilities and opportunities for the future, and this hampers motivation. Experiences that cause children to have negative self-images can seriously influence their behaviour, which in turn affects their interactions with peers.

Special Needs



The following list of early-warning signs can help you recognize whether your student could develop a learning problem. If you check any of the items on the list, consult your doctor or the local school jurisdiction. Fortunately, many developmental delays and handicapping conditions can be completely corrected or helped if home instructors recognize the problem and seek professional help as soon as possible.

Observe your student for any of the following characteristics.

Seeing

_____ does not look at toys or people and try to reach for them
_____ frequently rubs the eyes
_____ has red, watering, or encrusted eyes
_____ sometimes or always crosses one or both eyes
_____ squints

Hearing

_____ does not startle at loud noises
_____ does not turn to face sounds and noises
_____ has frequent earaches, running ears, or running nose
_____ does not understand spoken conversation or directions
_____ talks in an unusually low voice

Talking

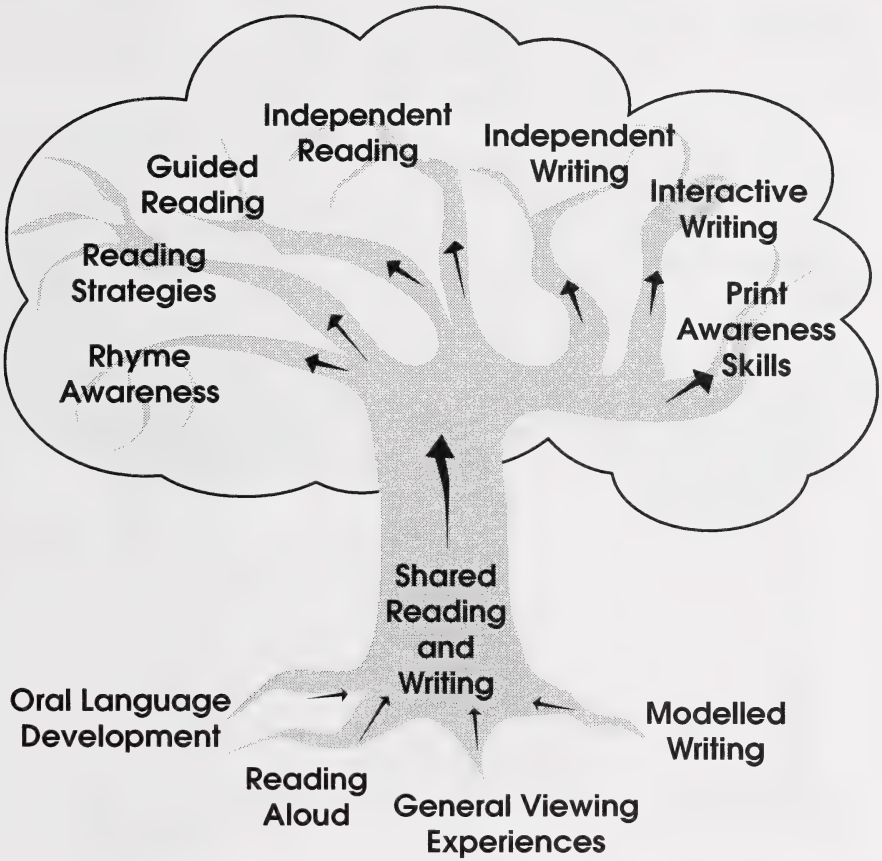
_____ does not talk in sentences
_____ has difficulty expressing ideas
_____ stutters

Moving

_____ is unable to sit long enough to complete a task
_____ is unable to run, kick a ball, and hop on one foot

Language Learning

The components of language learning are integrated throughout the Grade One Thematic program as illustrated and explained in the following graphic and text.



Oral Language

Starting with a newborn baby's reflexive cries for help, humans begin the process of becoming more intentional and purposeful in their use of language to communicate. Initially, as in the case of a baby, communication serves the purpose of obtaining help for basic needs. Gradually, children learn to use language for a variety of reasons, such as for informational purposes ("Why?" questions are an infamous example among young children), for entertainment and recreation (songs and stories), and for socialization purposes, to name just a few.

Research tells us that the learning "basics" are really listening, thinking, and speaking, which come developmentally before reading and writing. It also tells us that educators should be concerned about creating opportunities for learners to participate in the world by actively processing and talking about experiences, rather than by assuming the role of spectator or passive observer.

Many learning activities throughout Grade One Thematic will provide insight into what your student is thinking and how learning is taking place. Questions posed, stories told, predictions and connections made, and shared observations about experiences are some examples that will reflect your learner's thinking.

Because speech is both a process and a product of thinking, it is valuable as you work with your student to focus on your learner's speaking skills and behaviours and on the quality of speech. At the same time, you can observe your student's ability to compose mentally and to share such composition verbally.

Keep in mind that most effective language skills are learned through good modelling and purposeful use.

Reading Aloud

It is important for the home instructor to read a variety of well-crafted picture books, short stories, poems, and factual text materials to the student. Reading aloud is a good time to encourage retelling of stories. Using such items as a **flannel board** with cutouts of items important to the story or simple drawings of characters, events, and setting on a chalkboard can provide support.

Reading aloud is also a good time to model the actual process of reading, immersing your child in the process, and subtly drawing attention to unknown letters, their sounds, and spelling patterns always in the context of reading. Consider the following criteria when selecting books to read aloud:

- rhythmic language and refrains
- rhymes that encourage the reader through the text
- predictable plots and strong characters
- memorable language that evokes mental images
- engaging illustrations including novelties, such as pop-ups, shape books, and text hidden under flaps
- ordinary experiences that have an imaginative element, for example, *Where the Wild Things Are* by Maurice Sendak

Modelled Writing

During modelled writing, you engage your student in discussion about the process, but you assume full responsibility for the writing. The construction of a chart, graph, play, poem, direction, recipe, invitation, map, or story could be modelled. The purpose of modelled writing is to extend your student's knowledge of writing forms and encourage variety in writing. Your learner will observe the construction of the text, recognize its specific form, and understand its purpose, while you think aloud each step in the composing process.

Shared Reading

Shared reading models what good readers do as they interact with text. Your support is important during all shared reading sessions. Texts are revisited over a period of time depending on your student's interest, learning needs, and complexity of the text. For this type of reading, it is imperative that your learner be able to see the text.

A shared reading lesson can be divided into three sections: **introducing the text**, **working with the text**, and **responding to the text**. Shared reading lessons could focus on one or two specific features, such as the ones listed under the following headings:

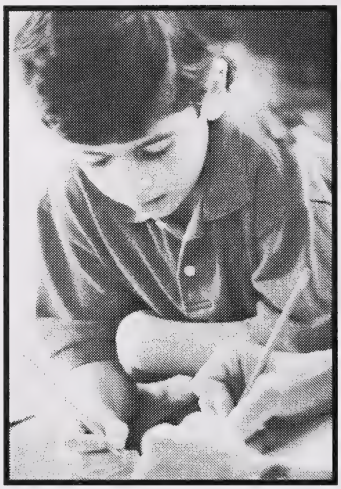
- Concepts About Books
  - author
  - illustrator
  - title
  - bold print
  - inside cover
  - table of contents
  - front, back
  - illustrations
  - making predictions
  - matching pictures to print
- Types of Texts
  - fiction
  - nonfiction
  - picture books
  - pattern books
  - poetry

- How Stories Are Made
  - setting (time, place)
  - characters
  - theme (problem or goal)
  - plot (events)
  - sequence (beginning, middle, ending)

- Concepts About Print
  - directionality
  - letter recognition
  - connection of sounds and letters
  - high-frequency words
  - punctuation

- Phonological Awareness
  - rhyming
  - sound isolation
  - sound blending
  - segmentation

Shared Writing



In this type of writing, you and the learner work together to construct a common text, which you record. Once finished, you invite the student to make suggestions for improving the text (revising and editing). Some of the following questions could be used to focus your learner's attention on specific revisions and edits:

- Does this message make sense? Why or why not?
- What punctuation mark should I put after this sentence?
- How do I spell _____?
- Is there a more descriptive word I could have used?
- Where can I check for the spelling of _____?
- Should I use the word *work* or *worked* in this sentence?

As well as developing the ability to construct a variety of writing forms, your student learns how to

- use writing to record a shared experience or event, to describe experiments, or to create a story
- self-monitor for meaning by reading each sentence to determine that what has been written makes sense
- say unknown words slowly, listen for speech sounds, and try to construct each sound or word part with the appropriate letters
- make connections between reading and writing, for example, use story patterns, beginnings, endings, and conventional forms in the writing

Guided Reading

This type of reading is designed to give your student opportunities to work on text that is just beyond what can be read independently, yet provide challenges at applying strategies and skills effectively as meaning is constructed.

A guided reading lesson may begin by providing background information, naming the characters or places that are difficult to pronounce or difficult words whose meaning is not well-supported in the text. Interest is aroused by asking the learner to predict the content and by setting a purpose for reading. Then your student reads the text independently while you observe the student's use of strategies and skills. After independent reading, your learner is encouraged to talk about the content and any difficulties encountered.

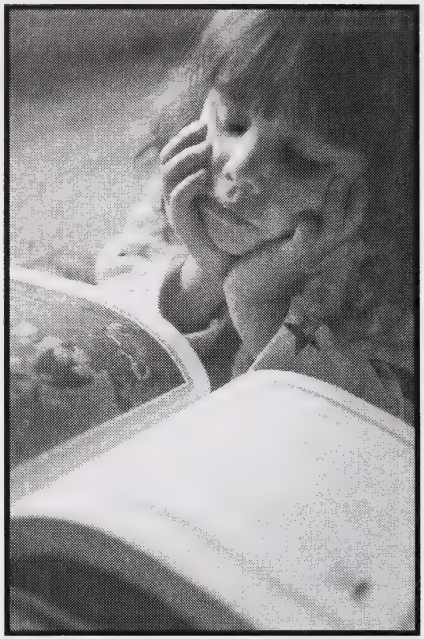
Interactive Writing

The purpose of interactive writing is to help a student that is not yet ready to independently complete a piece of writing. You and your student jointly compose and write or "share the pencil." Your student could write individual letters, word parts, or whole words; and you write the rest.

Independent Reading

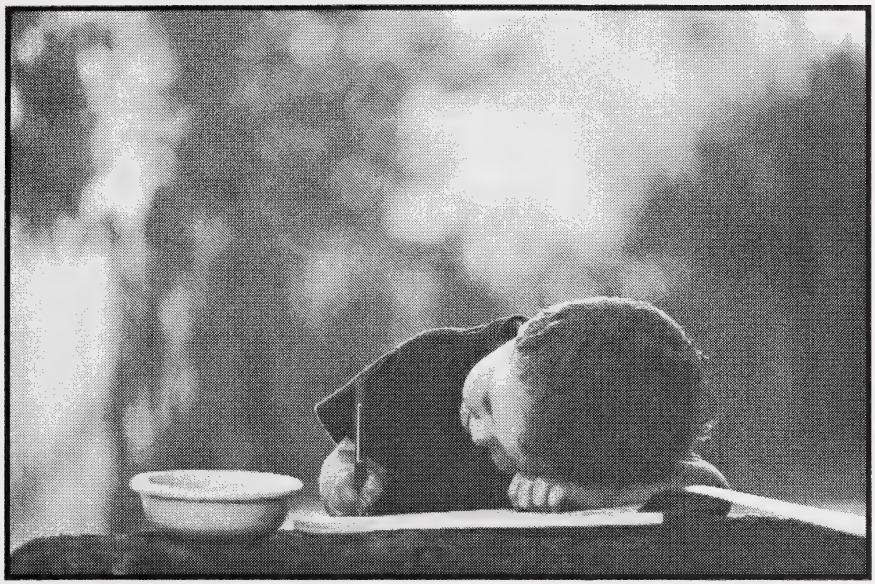
Independent reading provides opportunities for the child to practise and apply learning strategies on self-selected materials. In Grade One Thematic, specific time has been set aside during silent reading to read independently. Children learn to read by reading.

You and other family members send a powerful message to your learner when you model independent reading.



The use of levelled books during silent reading and at other opportune times is an ideal way to enable your student to develop and consolidate knowledge of common words, letters, the letter-sound relationship; to gather meaning from text; and to build confidence to independently solve reading problems within a meaningful print context. Your student is invited to read at a level that is most comfortable, which serves to foster self-esteem and the feeling of "Yes, I can read!" The child will progressively pass from one level to another as the skills and confidence in reading increase. Check with your assigned teacher or local school jurisdiction to determine if collections of levelled books are available for your use.

Independent Writing



Initially, you may help scribe some of the student's words, but the use of constructed spelling is important to both develop and assess phonological awareness, knowledge of sound-symbol correspondence, concepts about print, and motivation to record personal experiences and information for self and others. For the student to produce and improve writing, instruction needs to

- ensure that the student understands the writing process
- provide instruction in the craft of writing
- provide instruction in the conventions of writing (spelling, punctuation, and grammar)

The Writing Process

Rehearsal

The student could use this time for thinking, talking about the ideas with another person(s), or constructing an outline. Rehearsal is ongoing in the writing process as changes are made to the body of the text.

Drafting

The purpose of drafting is to allow the writer to record ideas as fluently as possible, with the understanding of returning to the writing to make appropriate changes.

Revision

At this stage of your learner's development, revisions involve clarifying meaning, including additional information, and changing a few words or phrases.

Editing

In the final draft of the writing, the focus is on accuracy of spelling, grammar, punctuation, and capitalization. Your assistance will be required as the student develops editing skills. If possible, encourage your learner to understand and gain experience in the use of the computer to facilitate revising and editing.

Print-Awareness Skills

A wealth of reliable research clearly indicates that students who begin Grade One with strong print-awareness skills have a real advantage in learning to read. Print awareness consists of concepts about books, concepts about print, and attitudes toward reading and writing.

Techniques for Developing Letter Recognition

The goal in letter recognition is for the student to develop a comfortable familiarity with letters. A number of students in the first and second grades will still confuse some letters, but this confusion will lessen when the following techniques are used:

- Intentionally expose the learner to print in meaningful contexts (for example, books, signs, posters, charts, labels).

  It is a good idea to link known and unknown letters in the same lesson to ensure that your student always feels some success. Presenting only unfamiliar letters together can be both frustrating and demoralizing for a student.

- Teach upper- and lower-case pairs and visually similar letters (for example, b, d; p, q; u, n; n, h) separately.

  Introducing two letters with the same name and different shapes can be very confusing. Young children often find upper-case letters easier to discriminate as they are more visually distinct from one another than are lower-case letters (for example, **ABCD** as opposed to **abcd**). Also, upper-case letters are more often found in environmental print, such as signs.

- Singing the alphabet may provide an anchor for visual letter recognition.

- Having pictures as visual representations, matched with letters, supports letter recognition.

- Copying and generating writing helps to link the sounds to the letters.

- Post and focus the learner's attention often on meaningful environmental print.

- Write a morning message and then focus on specific letters after the message has been shared. (The message could be created before the day begins or as a shared- or interactive-writing experience.)

- Play alphabet games, such as the following:

  Read My Mind
  - A line is first drawn on paper or chalkboard, and then the student predicts what letter you are going to make by "reading your mind."
  - Slowly, stroke by stroke, you finish the letter (for example, I→Γ→F→E).
  - For each stroke, the student predicts what letter it will be and explains the prediction, for example, I think it will be the letter ___ because _____.

Alphabet Matching Games

- Match family and friends' names and faces.
- Sort names according to initial letters.
- Hide a name and then slowly, letter by letter (after each prediction), reveal the name.
- Print the names of family and friends on cardboard, cover the letters of each name with white glue, sprinkle the letters with fruit-flavoured gelatin, and then have fun identifying the letters, sounds, and smells of each name.

- Create a Family Big Book by making a separate name page for each family member with the person's name, information about the person, and a picture or photograph.

- Make alphabet cookies or alphabet-shaped food.

- Ask the student, with eyes closed or blindfolded, to be a nose detective, using aromatic items that begin with different letters of the alphabet, for example, A (apple), B (banana), C (coconut), and so on.

- Create letters using raisins, candies, clay, and other items.

- Make alphabet letters using body shapes. (A great way to introduce body shapes is through the book *Action Alphabet* by Shelly Rotner.)

- Play alphabet hopscotch.
  - On a long strip of heavy paper or on a sidewalk, draw 26 squares (as for any hopscotch game).
  - In random order, write a letter in each square.
  - The child is to hop through the diagram, correctly identifying each letter in the square hopped on.
  - Misnaming a letter or stepping on a line sends the child back to the beginning of the hopscotch.

- Using clothespins, hang letter cards on a clothesline from left (green dot, for where to start) to right (red dot, for where to stop).

- Sing the song "B-I-N-G-O" and have the student use a pointer to track the print as the song is sung.

  There was a farmer who had a dog
  and Bingo was his name-O.
  B-I-N-G-O
  B-I-N-G-O
  B-I-N-G-O
  And Bingo was his name-O.

Have fun singing the song again, using different dog names such as Pingo or Lingo.

Phonics

Phonics is the association of sounds with symbols. Unlike phonemic awareness, which is purely hearing the sound of a letter, phonics involves matching sounds to letters. A Grade One student must develop the understanding that alphabet letters not only have names, but also have sounds. Each of the 26 letters of the alphabet stands for at least one sound, but because English does not have a perfect one-to-one correspondence between letters and sounds, learning sound-symbol correspondence can be quite challenging. An overwhelming body of research states that for the beginning reader, phonological awareness, letter recognition, and individual words must be developed in conjunction with personally relevant reading and writing activities.

Techniques for Developing Phonics Skills

Learning Consonants First

Consonants tend to have more regularity in sound-symbol correspondence. Initial consonants are important to learn as they help the student track print when involved in shared reading. Begin by teaching the consonant letters that represent only one sound, such as **b**, **j**, **k**, **m**, **n**, **p**, or **t**; and also focus on letters that do not look alike.

Keyword, Action, and Picture

Throughout the word study and phonics activities of this program, you are referred to a Key Words and Actions Guide found in the Appendix of this manual. It is usually easier for students to remember a letter name and sound if it is associated with an object and action. It is also very helpful to have alphabet strips, made from the Alphabet Chart in the Appendix, placed in front of the student. Alphabet strips show each letter of the alphabet matched with a corresponding picture. The Key Words and Actions Guide can be removed from the Appendix of this Home Instructor's Manual.

Picture Sort

- Pick two consonants that look and sound very different from each other (for example, the letters **r** and **s**).
- Introduce a key word and picture for each letter (for example, **rocket** for **r**, **sun** for **s**).
- Provide several pictures of objects that begin with **r** and **s**.
- Have your student work individually or with a partner to line up the pictures beginning with the same letter (**r** and **s**) as the key picture under the corresponding key picture. After each picture is placed under its corresponding key picture, have the student say the letter sound.

Sound Boxes

- Cut out the Sound Boxes, found in the Appendix, and laminate them or cover them with clear, self-adhesive vinyl, if possible.
- Pick phonetically regular words, such as **at**, **am**, **an**, **cat**, **ran**, and **man**.
- Give your student no more than six letters, making sure that all the letters in the words are present.
- Say one word at a time (for example, **at**), and have your student watch your mouth as you say it.
- Ask your learner to repeat the word.
- Break the word **at** into "a-t," and have your learner watch your mouth as you say it.
- Ask your learner to say "a-t," and watch his or her mouth in a mirror when saying it.
- Your student claps two sounds when saying "a-t."
- Your student looks for the two letters that make up the word **at**, and then points to each letter and says its sound.
- Your learner slides the letters, one at a time, into the sound boxes, saying the sound as the letters are moved.
- Your student writes the word on a blackboard, whiteboard, or a piece of paper.

Letter Masking

When reading through a book or chart, mask (cover) a few initial consonants. Have your student predict what each letter will be, and then explain his or her prediction. After the prediction, remove the mask and have your learner check the prediction.

Daily Writing

Your student's knowledge of sound-letter correspondence is evident in personal writing. Copying of print and a large amount of student writing, using some constructed spelling, shows the level of growth. Writing samples kept weekly should show growth in the following areas:

- letter formation
- concepts of words (spaces between letters)
- appropriate use of beginning and some final consonants
- directionality
- message quality

Language Experience Charts

After you and your student have shared a common experience, such as swimming, create a language experience chart, and model how to figure out the spelling by talking aloud as you write.

Word Families

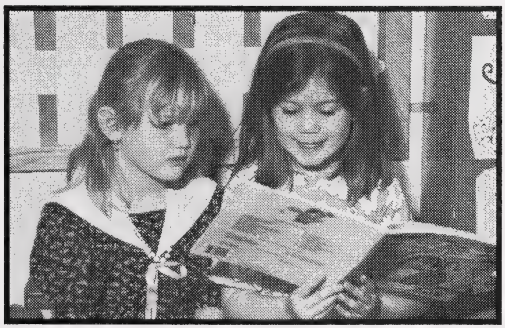
Once one word in a word family (for example, **at**) is learned, then your student can quickly learn other words in the family, such as **cat**, **rat**, **bat**, **mat**, and so on.

Read My Mind

Have your student predict what letter and sound you are thinking of. Hints can be provided such as the following:

- One of your brother's names start with it.
- It is one of the letters on a stop sign.
- The letter has one straight line and one tall line.

Effective Techniques for Developing High-Frequency or Sight Words



There are words in the English language that must become automatically recognizable to the reader. These words are generally referred to as high-frequency words or sight words and are important for the following reasons:

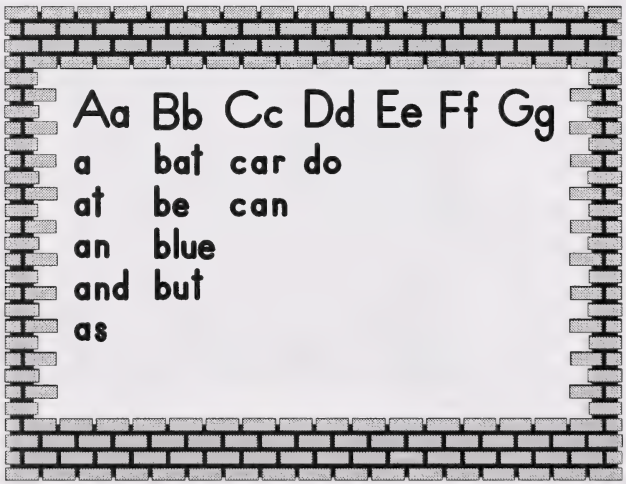
- Approximately 100 high-frequency words make up at least 50 percent of everything that is read as an adult.

- There are 12 words that make up approximately 25 percent of all reading. Learning these words will help your learner feel like a reader and actually become one.

- Some high-frequency words cannot be "sounded out," nor do they follow any predictable spelling pattern (for example, **the**, **they**, and **of**). Consequently, these words must be learned so that each time they are encountered, the student does not need to struggle with decoding. Struggling is frustrating and reduces the meaning of the reading because too much effort goes into figuring out the word.

Whenever possible, focus your learner's attention on the high-frequency words in the context of a morning message, a story, or other meaningful text. These words do not have meaning in and of themselves, and thus they need to be in a phrase to make some sense (for example, **a** bag **of** candy). Also, reintroduce these words in different shared-reading activities.

If room is available, consider using an ABC Word Wall, similar to the following, to help your student learn high-frequency words. Be selective, however, in adding words to the Word Wall. Consider high-frequency words, word families, and a limited number of words that have come up in shared reading or writing. The Word Wall can be used in conjunction with the Word Boxes, referred to throughout this program, and is ideal for playing Read My Mind.



Spelling

Becoming a good speller involves more than matching sounds to letters. Unlike languages such as Italian, where there is a more consistent relationship between speech sounds and letters that represent them, English consists of about 44 speech sounds that are represented by 26 letters.

For advanced writers, the spelling of a word comes automatically. In other words, a mature writer does not have to stop and think about how to spell a word. One's concentration remains focused on what is being said, rather than on the mechanics of writing, which includes spelling.

This knowledge is not the case with a beginning writer. Early in the Grade One year, your student may have a limited number of words that can be written without considerable thought. The student, therefore, needs strategies to facilitate writing.

Strategies to Study Spelling Words

Learning to spell takes time and effort. Some words can be spelled by sounding out the letters. But what about the ones that have silent letters or do not follow any rules? These words must be spelled from memory, using the following word-study method or other strategies. The word-study method allows the learner to hear the word, see the word, and to feel the word being written.

How to Study a Word

Step 1: Look

Look at the word letter by letter.

Step 2: Say

Pronounce the word. Then say the letters in sequence.

Step 3: Picture

Cover the word and picture it in your mind. Then uncover the word and check the spelling of the visualized word.

Step 4: Write

Cover the word again and write the word on paper. Then uncover the word and check the spelling.

Repeat this process as many times as necessary.

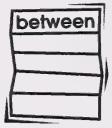
Other Helpful Strategies

Foldovers

Teach the child this self-correcting strategy to learn and practise new words.

- Fold a piece of paper several times, and copy the word on the top fold.

- Fold the paper over and print the word from memory.



- Check this word with the word on the top fold. Did you spell it correctly?

- Repeat at least five times. Even if you get it right, keep practising to make sure that the word gets into your spelling memory bank.

Letter Scramble

Have the child print the new spelling word on a strip of paper and cut each letter apart. Use the scrambled letters to reassemble the correct spelling.

Highlight the Parts of the Word You Need to Remember

Have the child pronounce the word clearly and carefully. Use a highlighter pen to mark the letters requiring special attention.

pum**pk**in Fe**br**uary li**br**a**r**y

Word in a Word

Teach the child to look for little words inside the bigger word. Use a different colour to highlight each little word.

together **to get her**

Missing-Letter Puzzles

Missing-letter puzzles are especially helpful for a group of words that share a common spelling pattern.

For example, to focus on double letters, have the student fill in the blanks.

mi __ __ ing **le __ __ers** **pu __ __ les**

Pick the Correct Spelling

Encourage your learner to develop visual skills by asking, "Does this look right?" Print three to five approximate spellings of a word, and challenge children to pick out the correct spelling.

hurrt hert hirt hurt

This strategy develops the skills needed to use computer spell checkers.

Tic-Tac-Toe

Have your learner practise two new spelling words by using one word for the X and the second word for the O in a game of tic-tac-toe.

study	study	smart
study	smart	
smart	study	smart

Must-Spell List

Encourage your learner to identify words that they often misspell. Don't label these words as common errors. Call these words the "must spell" words. Print up to 20 words in alphabetical order on a must-spell list. Encourage the child to refer to the card when proofreading.

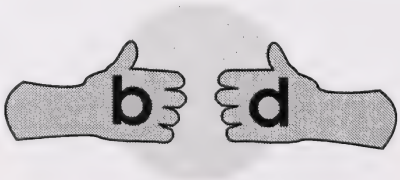
The must-spell list might include common words, such as the following:

about	are	because	been	does
felt	from	girl	heard	here
just	know	like	little	looked
make	next	now	our	said
saw	there	they	their	write

Reversals

A number of young writers occasionally write the letter **b** for **d** (or **d** for **b**). If this kind of reversal is a recurring problem, use this visual image to check your **b**'s and **d**'s.

For **b** and **d** confusion, turn your hands this way:



Word Processing

A good computer word-processing program offers significant support to weak spellers. Go through the program with your learner, identifying the common features, and discuss what happens with proper names and alternative spellings, such as *color* and *colour*.

Learning Spelling in a Variety of Ways

Children learn spelling in a variety of ways. Some suggestions follow:

- involving oneself in a whole range of interesting reading and writing activities
- developing spelling lists based on words used in learning activities
- focusing on theme or special-interest words
- individualizing spelling instruction around frequently used words in the child's personal writing
- segmenting a word into its separate sounds and sounding out the word one sound at a time

Throughout the Grade One Thematic program, your student is encouraged to learn spelling in a variety of ways. To further help the child, explain that when sounding out a word, think about which letter the word starts with, what letter comes next, and so on. Spelling a word in this manner may not produce the correct dictionary spelling, but the child has been given the opportunity to use acquired word knowledge to construct a word.

After sounding out the word and writing it down on paper, your student might wonder, "Is that the correct, or standard, spelling of the word?" In such cases, train your learner to underline the **constructed spelling** of the word and then to continue writing. In this way, the flow of writing one's ideas is maintained.

I want to go to <u>Grama's howse</u>.

When the writing piece is completed, the child needs to check any underlined words—either by looking them up in a personal dictionary or by consulting with you.

To assist with spelling throughout Grade One Thematic, your student will be

- learning about word families, common structural patterns, and how knowledge of one word can be used to spell another word
- learning about word parts, such as prefixes, suffixes, root words, and syllables
- using the *Collections Writing Dictionary* to check spelling

  Once the child begins to recognize beginning sounds of words, encourage turning to the appropriate page of this personal dictionary. Often the student will be able to locate the word independently. If that is not yet possible, the home instructor assists in locating the word or in writing a word that is not on the page.

Suggestions on How to Use the *Collections Writing Dictionary*

To encourage independence in writing, help your learner use the *Collections Writing Dictionary*. Eventually the child will use this personal dictionary before asking for adult assistance. A friendly prompt, such as "Did you check your personal dictionary?" may occasionally be necessary.

Preparing the *Collections Writing Dictionary* for Your Student's Use

Step 1: Turn to the **Aa** page of the *Collections Writing Dictionary* that shows how to cut the dictionary pages so there will be an index edge. Since careful cutting is necessary, you or an older child should do this task. To make good use of the dictionary, it is important that the tab is made correctly.

Step 2: With a ballpoint pen, help your student print his or her first and last name on the front cover.

Step 3: Familiarize yourself and your student with the book. Look, for example, at the chart naming body parts on the first page. Then show the child how the pages are organized in **alphabetical order**, explaining how the pages go **A**, **B**, **C**, **D**, and so on. Say the alphabet as you run your finger down the tabs.

Talk about some of the pictures and words that are shown on the first **Aa** page, and identify some of the words on the second **Aa** page. Continue in the same way with a few other pages.

Step 4: To personalize the book, write family names on the appropriate pages. Notice that the words *Grandma* and *Grandpa* are already included on the **Gg** page. You could also help your student add the names of other important people, places, or things.

Helping Your Learner Use the *Collections Writing Dictionary*

Keep this personal dictionary handy in your learning area. Guide your student to check in the dictionary for the spelling of unknown words as they come up in writing. Some children prefer to use constructed spelling to get the ideas down first and then check for standard spelling later.

Whether in the process of writing or as a follow-up, the *Collections Writing Dictionary* can be used to verify the spelling of a word. Encourage the student to think of the beginning of the word and then to turn to the page that matches the letter. If assistance from you is required in finding or spelling the word, your learner has taken the first step by independently finding the page.

Verbally or in other ways, reward your student's efforts in using the dictionary. Later, when your learner can independently find words, continue to acknowledge the accomplishment.

Sequence of Assigned Spelling Activities

On **Day 3** of Modules 2 to 9, you will pre-test your student on assigned spelling words.

By pre-testing, you can determine if the child already knows the words or if instruction and practice is required. If the student accurately spells the words, it is not necessary to spend more time on these words.

Study is only required on the words that the student is unable to spell.

If your student can already spell the words given, challenge the child to choose a few spelling words that suit the theme or are of personal interest.

On **Day 5**, your student will review the spelling words that need to be practised, as identified on Day 3.

One way to review the words is to ask your student to print each word two or three times in a practice notebook.

Some other strategies that could help the child study the words follow:

- **That** and **this** begin with the **th** digraph. Review the graphic and action in the Key Words and Actions Guide.
- **With** ends in the **th** digraph.
- **To** was introduced as a sight word on Day 2 of Module 4. It rhymes with **do** introduced on Day 11 of Module 1.

If your student correctly spelled all the words in the pre-test, encourage practising the personally chosen words from Day 3.

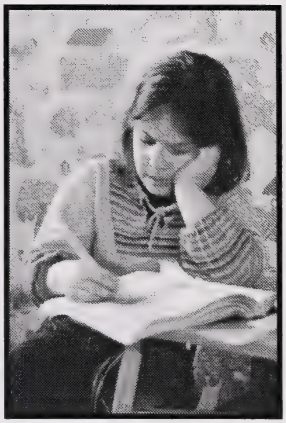
For the **Day 7** spelling activity, you will help your student write sentences with the assigned words for the module.

The student may write the sentences in an interlined notebook or on unlined paper. Give your student the following reminders:

- Use a capital letter to begin each sentence.
- Use a capital letter for the proper names of people and places.
- Use the correct end punctuation for each sentence.

Have the child underline each spelling word in the sentence.

On **Day 16**, you will test your student on the assigned spelling words for this module. To assess your student's ability to spell these words,



- do not practise them prior to the test
- administer the test in a room where none of the spelling words are displayed

Testing in this manner will give a better indication of the child's spelling skills.

It is important that these words be stored in long-term memory. If the words are practised immediately before the test, you are only testing the child's short-term memory of the words.

Techniques for Developing Rhyme Awareness

Research has consistently shown that understanding of rhyming has long-term implications for successful reading and spelling. It allows the student to use familiar sections of words when trying to read and spell unfamiliar words.

The first step in developing rhyme awareness is to have your student listen to many stories, poems, and rhyming songs. Focus attention on these words and explain that rhymes are words that sound the same at the end. For example, the word **bat** rhymes with **cat**.

Your learner will need a great deal of emphasis on the sounds of rhyming words in fun and meaningful experiences. The following list of activities will help your learner develop rhyme awareness.

Reading Aloud and Shared Reading

- Choose books, poems, or charts that use rhyme, so that your student can hear what rhyme sounds like. Specifically point out when words rhyme. For example, point out that **fat** and **mat** rhyme because they sound the same at the end. They both end with "at."
- Ask your student to listen for the rhyming words as a text is read. Then return to a specific section of the text that used rhyme and talk about which words rhymed and why they rhymed.

- Choose a word and have your learner think of other words that rhyme with it.

- Read a selection over again and leave out the rhyming word. Have your learner supply the rhyming word, and then try the sentence with other rhyming words. Take time to discuss which rhyming word makes sense in the sentence as well.

Words That Rhyme or Don't Rhyme

Provide examples of word pairs that rhyme and ones that do not. Use rhymes from a story that you have just read or words from around the learning area. Have the student tell you if the pairs of words rhyme or not and why. If your student has difficulty, point out why words rhyme or don't rhyme. For example, explain that **hook** and **look** rhyme because they sound the same at the end. They both end with "ook." Or, **hook** and **cake** do not rhyme because they do not sound the same at the end.

Initially, your learner may focus on the beginning sound or just the last consonant sound rather than the entire rhyme, which includes the vowel to the end of the word, when trying to figure out rhyming.

Focusing attention on words that rhyme with the following endings will assist your student in developing reading and spelling skills (for example, ack: back, pack, sack, Jack).

ain	ank	ay	ide	ing	or
ake	ap	eat	ight	ink	ore
ale	ash	ell	ill	ir	uck
all	at	est	ip	ock	ug
ame	ate	ice	in	oke	ump
an	aw	ick	ine	op	unk

Odd Rhyme Out

Present three words to your student, two of which rhyme. Ask the child to determine which word does not rhyme and to explain why. For example, **bake** does not rhyme with **ball** and **mall** because it does not end with the same "all" sound as in **ball** and **mall**.

Name Rhymes

Have fun thinking of a name and providing a rhyme for that name, such as Ann: can, fan, man.

Who Is Not a Member of the Family

Take turns choosing a rhyming family such as the "an" family and saying words that belong to that family, except one or two that do not. Have the other player listen and identify the word(s) that do not belong to the family.

Ball or Beanbag Toss

Take turns saying a word and then tossing a ball or a beanbag to another player. The other player then thinks of a word that rhymes with the given word. If this player cannot think of a word, the ball is tossed back to the original thrower, who provides a word or words to rhyme with it. Then a new word is chosen and the same procedure is followed until the player that receives the ball can provide a rhyming word. The player that provided the matching rhyming word chooses a new word and tosses the ball to another player to think of a match.

Segmenting Rhymes

Model the following rhyme-segmenting activities as a way of explaining to students what part of the word is being listened to in order to determine the rhyme.

- Start with words with a single consonant at the onset (for example, m-an; c-an), and then use consonant clusters or blends (for example, st-op, fl-op).
- Put fists together and say the word (for example, "man"), and then move the fists apart as you say each segment ("m-an").
- Give several examples, and then have your student model after you.
- During the day, present words in segments, and ask the student to tell you the word (for example, "st-op," "fl-op").

Rhyme Rhythms

Have your student practise a pat/pat/clap rhythm by patting the legs twice and then clapping. Once the rhythm has been established, use this knowledge to reinforce rhyme segmentation.

- Provide a word in segments, for example, "s-ing." Your student pats his or her legs as he or she says the "s" and then the "ing," and then claps when the word is blended together.
- Have fun taking turns pat/pat/clapping people's names, personal interest words, and theme-related words. After doing the actions, print the word on a piece of paper or chalkboard in both the segmented and blended form (s-ing–sing).

Rhyming Fun with Familiar Songs

After your learner has practised blending segments of words, sing a song such as "A-Hunting We Will Go." Have some fun changing the word in the verse to include the segments of a word. The following is an example:

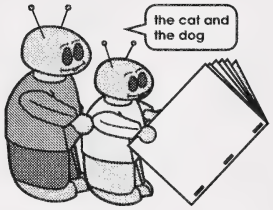
A-playing we will do,
A-playing we will do.
We'll find an **s** and add an **un**, and now we have some **sun**.

Reading Strategies

As your learner progresses through Grade One Thematic, guide development in the use of the following strategies.

Prior Experiences and Language Development

Develop vocabulary, concepts, and images.

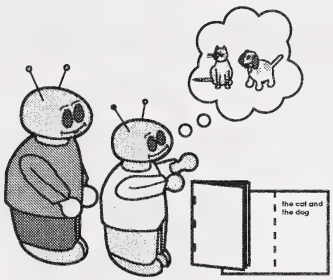


Word Recognition (focus on print)

- familiarity with letter and **graphemic awareness**
- concept of word
- sight words
- context clues
- phonics
- syllabication and structural analysis

Understanding (active processing, monitoring comprehension, predicting and confirming)

- prior knowledge (language and experiential)
  - access
  - connect
  - revise



- literal and inferential interpretation

- recall and remembering strategies

- establishing purpose
  - learn
  - enjoy
  - evaluate
  - critique

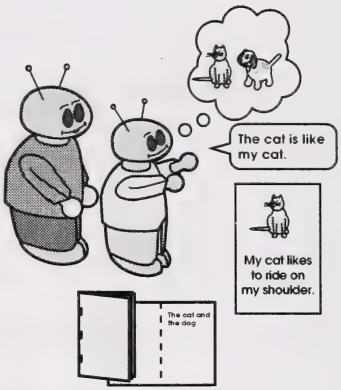
- using text
  - context clues
  - structure
  - format

- evaluating
  - text (quality)
  - ideas (fact, opinion, fiction, etc.)

Communicating Understanding and Using Information

Share and reflect upon constructed meanings. Learn from hearing responses made by others.

- writing
  - notes
  - lists
  - words
  - summaries
  - reports
  - clustering
  - overviews
  - outlines
- sketching, diagramming
- dramatizing
- discussing, talking about
- representing fine arts
- demonstrating through one's actions in life
- revising own ideas and thoughts
- reconceptualizing
- enhancing own knowledge
- modifying and creating attitudes
- picturing, imaging



Learning Styles

Throughout Grade One Thematic, references have been made to a **kinesthetic** learning style, in contrast to a **visual**, **tactile**, or **auditory** style. This means that many young children find learning easier when they are given the opportunity to use the sense stimulated by muscle movements. For example, when learning a letter, the student will usually remember it more easily if allowed to mold the letter from modelling clay.

Young children learn even better when more than one **modality**, or avenue of sensation, is involved in the learning process. When information enters the brain in several ways, the data is more meaningful, more easily understood, and more readily absorbed than when it enters the brain by only one way.

In this thematic resource, several modalities are included when introducing letters and their sounds. Following are examples of how information can be presented and taken in by the student:

- **visually**, or using the sense of sight
- **auditorially**, or using the sense of hearing
- **tactilely**, or using the sense of touch
- **kinesthetically**, or using the sense stimulated by muscle movements

Kinesthetic, visual, tactile, and auditory learning styles are just a few of the many styles that educators need to understand, appreciate, and use in the instructional process.

Learning Styles extend our understanding and appreciation of how the learner approaches learning. Some of the following learning styles literature will increase your understanding of how to respond to the diverse ways students learn, how to structure the learning environment, how to present information, and how to engage the learner.

Gardner, Howard. *Creating Minds*. Basic Books, New York, 1993.

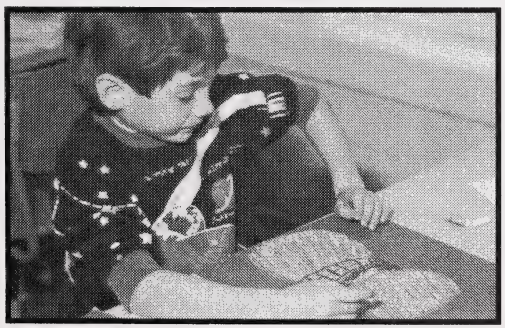
McCarthy, Bernice. *Four-Mat System*. About Learning, Inc. Illinois, 1980.

Dunn, Rita. *How to Implement and Supervise a Learning Style Program*. Association for Supervision & Curriculum Development, Alexandria, Va. 1996.

Campbell, Linda. *Teaching and Learning Through Multiple Intelligences*. Allyn & Bacon, Massachusetts, 1996.

Art Is a Child's First Language

Art is the process of manipulating the visual elements of **line**, **shape**, **colour**, **pattern**, **form**, and **texture**.



Young children do not separate art from their other daily activities. Experimenting with a blue crayon is as interesting as trying to climb up the stairs, and yet art is different. It provides a record of that experiment and the thinking that created it. Art, like speaking, is a natural form of communication. It is the first written language, and it reflects how children's minds are constructing meaning from their environment. Consequently, throughout Grade One Thematic, art is integrated with other subject areas as another way for your learner to interact and communicate about interests and learning.

Your Role in Fostering the Student's Development

The young artist needs you to supply safe, inspiring art supplies, comfortable surroundings, ample space, and time to explore. Most of all, your student will need you to foster success. Then, as the child grows in skill and confidence, enthusiasm and encouragement—the "nutrients" you provided—will allow creativity to flourish.

Factors Affecting How You Will Instruct the Young Artist

First, you must feel comfortable with art exploration before you can lead the child's exploration. Everyone is an artist and makes daily artistic decisions, such as choosing the colours of clothing and the style of hair.

Second, how do you feel about yourself as an artist based on past judgements? How children feel about themselves is intricately tied to how they judge their own success and how they perceive the response of others.

Young children are often unconcerned about the finished product of their art exploration. For them it is the process itself through which they express themselves. As children grow older, they begin to show pride in their ability to manipulate art materials and in the artwork they create. Value all aspects of artistic production. How you respond to your student as an artist, both verbally and nonverbally, is just as important as providing exciting activities for the child to do.

Third, are you prepared for the unique actions and products that your student will create? Sometimes adults can learn a great deal from young children about all the possible ways media can be used.

No one can plan activities that will work well with all children in every situation. You, as the home instructor, need to rely on your own inherent creative abilities to adapt the materials you have to fit the situation.

Fourth, how do you define art?

Your definition of art is based on what you have been taught by your parents and teachers and what the culture considers art. Your learner will also acquire a definition of art based on environmental factors.

Fifth, how will you respond to the young artist's artwork?

It is a special occasion when your student creates a piece of artwork. Each piece is unique, a special part of the child. Your learner has many purposes in creating art. Perhaps today was a chance to explore what happened when different parts of the crayon were used to make a line or when black paint was spread over white paint. To your adult eyes, you may only see some mixed up colours or odd sticky shapes. It may not be important to your student that the art be something. Instead of asking the child, "What is it?" or guessing what it might be, have your learner tell you how it was done or tell the story that goes with it. This type of follow-up activity will help your learner use words to describe what was done.

Take time to describe what you see in the artwork as well—the lines, the colours, the shapes, the textures, and the patterns. Share a memory of another piece of artwork that has similar features. After talking about a piece of artwork, hang it in a special place for the family to view. Comment upon the artwork using specific, positive, descriptive vocabulary.

Descriptive Art Words

Lines
straight, curved, wiggly, zigzag, jagged, crisscross

Shapes
square, rectangular, round, triangular, irregular, oval, circular

Colours
bright colours: red, orange, yellow, green, blue

dull colours: gray, olive green, deep brown

neutral colours: white, beige, gray, tan, brown

pastel colours: pink, coral, sky blue, lavender, pale green

intense colours: magenta, purple, fuschia, red-orange, turquoise

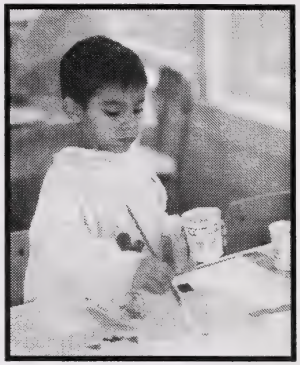
Textures
soft, hard, bumpy, rough, jagged, smooth, wet, sticky

Forms
spheres, cubes, pyramids, rectangular and triangular prisms

Contrasts
light/dark, big/small, top/bottom, front/back,round/square, bright/dull, intense/soft, hard/soft, rough/smooth, patterned/plain, thick/thin, straight/curved

Patterns
plaid, polka dot, stripe, floral, solid, border, checkered

Getting Ready for Art



Throughout this program, open-ended art activities that allow for the use of a wide variety of materials, tools, and techniques are suggested to develop your student's creativity and skills. These activities also provide challenges and the opportunity for children to solve their own problems.

An **open-ended** activity is one in which there are many possible ways the child can approach the artwork. The child is challenged to make personal artistic decisions about the use of available materials, tools, and techniques.

Organizing Successful Art Activities

Basic Preparation and Clean-up

Although each art medium has its own specific set-up requirements, the following general guidelines apply to most art projects:

- Allow plenty of space for the child to work—the younger the child, the more space is required.
- Protect any surface or clothing that might be damaged by the material in use. Make sure the protective covering is clearly different from any supplies being used.
- Have plenty of clean-up supplies on hand for you and the child to use.
- Activities that make the hands messy should be set up close to a water supply.
- Set up an area where supplies are kept, and have your student help you sort and label the supplies into containers.
- Take care to thoroughly wash paint brushes or other painting tools after use.

Basic Art Supplies

For a list of basic art supplies, see the Master List of Required Materials found earlier in this Home Instructor's Manual.

Treasure Boxes

In addition to the basic art supplies, organize **treasure boxes** of supplementary materials such as the following:

- buttons
- cardboard pieces
- cellophane
- feathers
- felt and various other kinds of fabric
- empty spools of thread
- pieces of wood
- empty toilet- and paper-towel rolls
- various colours of duct tape, masking tape, or electrical tape
- sand and various sizes of rocks
- various kinds of seeds
- sparkles of various colours
- assortment of different art pencils
- art eraser
- newspapers and magazines
- sidewalk chalk
- mural paper
- various sizes of boxes
- various sizes and shapes of sponges
- various kinds of craft sticks or other craft materials
- ribbons, bows, or other types of trim
- safety scissors with different types of cutting edges
- modelling clay

Keep various colours of modelling clay on hand at all times. Have the child help you make modelling clay using the following recipe or one of your own.

Modelling Clay Recipe

250 mL	white flour	1 cup
125 mL	salt	$\frac{1}{2}$ cup
10 mL	cream of tartar	2 tsp
250 mL	water	1 cup
30 mL	cooking oil	2 tbsp
5 mL	food colouring	1 tsp

Combine dry ingredients in a large saucepan.

Gradually stir in liquid ingredients.

Cook over medium heat, stirring constantly with a wooden spoon until a large ball forms.

Remove from heat, cool slightly, and knead until smooth.

Caution: Allow the dough to cool enough to handle safely before kneading or allowing the student to work with it.

Store the dough in an airtight container.

Music and Movement

Creative response through music and movement comes naturally to the child, providing a constant source of joy. This delight in sound and movement can be seen as the young child sings while playing, beats in time with a spoon on a block or a pan, dances rhythmically to any music or none, chants skipping rhymes, and makes up tunes on a piano or other instruments. Young children learn an amazing number of things from these experiences—from a sense of self in space to the grammatical patterns of spoken language.

Experiences That Promote Music and Movement Development

Young children enjoy both making their own sounds and listening to music. Whether singing or listening, they will instinctively add movement—swaying and clapping—to the sounds they hear. The best music and movement experiences are the ones that give children something to do rather than passively listening.

In spontaneous play, many children will naturally sing to themselves, usually when they are working more or less alone at an absorbing, self-selected task. From time to time, you may want to reinforce this inner drive for music, complimenting a child, and asking if you or other family members can sing along. Care should be taken, however, not to interrupt if the child would prefer to sing alone.

Children love to sing traditional, contemporary, and action songs. They will enjoy listening to music if they can accompany it on their own instruments or with movement. Movement to music can range from expressive experiences with mood music, which helps children to appreciate the relaxing quality of music, to "clowning" experiences with lively recordings, which help them to imagine the depth of musical communication as they imitate, for example, an elephant when they hear a tuba, or a bird at the sound of a flute. Experiences in music and movement are most successful when there is plenty of room to move.

Health, Wellness, and Active Living

The term *health* has evolved over time. Initially, it referred to the absence of disease or infirmity. Today, the terms *health* and *wellness* are often used interchangeably to mean the dynamic, ever-changing process involved in achieving the highest level of health in the following key areas:

- physical health
- social health
- mental health
- emotional health
- environmental health
- spiritual health

Laying the foundation for developing and maintaining a healthy lifestyle throughout life can be promoted by

- allowing the child to discover how the body works
- developing an understanding of what is required to attain the highest levels of human wellness
- modelling and supporting your learner in a commitment to a healthy lifestyle

Knowledge and concepts about bones, muscles, nutrition, stress management, smoking, abusive or dangerous situations, and substance abuse can be taught in a variety of ways. Take advantage of "teachable moments," for example, when facts about how a muscle works can be related to a physical activity or when ways to handle an abusive or dangerous situation seem relevant.

The goal of the Grade One program is to help your student develop and maintain an optimum level of health and well-being and to begin to acquire the knowledge, attitudes, and abilities to maintain this state of well-being throughout life. This is a time when the student has an opportunity to explore how the body works, how to perform a variety of activities, and how to act and react in different situations. It is also a time when your learner forms personal attitudes about abilities.

The following sequence of physical education activities can effectively contribute to a child's level of fitness in an enjoyable and positive way.

Warm-Up Activities

The fundamental purposes of these exercises are to develop physical fitness and to prepare the body for the main activities of the lesson. Normally the warm-up begins with a moderate to vigorous activity, such as running, skipping rope, rhythmic activities, or playing a simple tag game, followed by stretching exercises for flexibility. The warm-up period usually lasts about three to five minutes.

The following suggestions can make the warm-up activities effective and enjoyable:

- Model the exercise in a slow, steady fashion so the child can learn the correct form and cadence.
- Model and guide the child to perform each action in a steady fashion rather than in quick motions.
- Instruct the child to breathe normally while doing exercises.
- Let the child do the steady repetitions of an exercise at a personal rate once it has been mastered.

- Add variations to exercises whenever possible.
- Change the basic set of exercises on alternate days.
- Perform exercises to musical accompaniment whenever possible.

Instructional Program

The characteristics and needs of children in the early primary grades have a strong influence on the selection of appropriate physical activities. For example, children's physical immaturity, short attention span, and lack of experience in the content areas indicate that a broad exposure to all types of games, dance, and gymnastic activities is required. Because this is a time for children to explore and discover how their bodies work, emphasis is placed on movement concepts and fundamental skills. Exposure to a variety of activities fosters movement awareness and helps to establish the movement patterns associated with basic locomotor, non-locomotor, and manipulative skills. Dance activities take a strong creative approach as early primary children learn rhythmic skills, singing games, and creative movements. It is important to select movement activities in the range that is applicable to the student's capabilities.

Cool-Down Activities

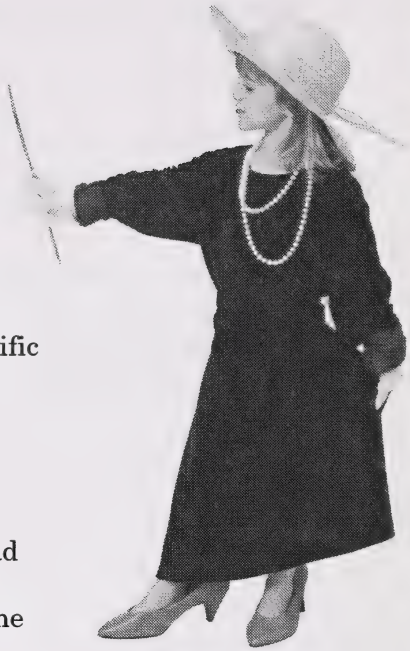
This short activity time at the end of a lesson has a twofold purpose. First, it is a time to review the key points of the lesson or to stress a valuable concept that arouse during the lesson. The second purpose is to provide a quiet time to allow the child to "settle down" before returning to other kinds of learning.

Drama

Informal drama is children's natural method of learning about other people and the environment. Most children love to pretend to be someone or something else—an animal, Superman, a firefighter, a mom, a dad, or even a tree. In addition to more obviously dramatic activity, such as role playing, children often project themselves in a kind of "inner drama" as they play with blocks, climb, ride wheeled toys, experiment with water, solve puzzles, dance, and paint.

As well as developing imagination, informal drama promotes language flow with great benefit to language development; enhances the child's sense of self as distinct from others; helps form moral judgement and sensitivity; increases the child's confidence and social skills; and helps the learner to project into stories with understanding.

Experiences That Promote Informal Drama



In the early stages of dramatic development, the child is best left to create personal experiences, although you have an important role in providing the resources for the creations. Puppets, felt figures, face masks, dress-up props (hats, shoes, glasses, and clothes), models, and cutouts all help the child develop in this area.

At times, the child can be encouraged to enact a specific story or act out a play. However, even with these activities, no script should be rigidly memorized.

Readers' Theatre

Readers' theatre occurs when two or more people read the dialogue of a play, story, poem, or other works of literature. Often a narrator reads the narration, or the readers may choose to read it together as a chorus.

There are many creative ways in which readers' theatre can be done as long as the script is read with expression, since little or no body movements are used. However, because young children are less inhibited, the use of some actions and props, such as a hat, book, or a purse, could be encouraged.

The performers in readers' theatre depend mainly on aspects of their voices (tone, pitch, volume, pace, emphasis, and pause) to show meaning, mood, and character.

- **Tone** refers to the way a person expresses feelings, such as sadness, anger, fear, boredom, puzzlement, happiness, and excitement.

- **Pitch** is the highness or lowness of sound. A young boy speaks at a higher pitch than a man who has a low voice, for instance.

- **Volume** is the softness or loudness of sound. For example, the performer may need to shout or whisper.

- **Pace** is the rate of speed at which a person speaks. You would speak quickly if a character is running or the action is exciting, but slowly if the character was exhausted or the mood was peaceful and calm.

- **Emphasis** refers to the stress placed on certain words or phrases to enhance their meaning.

- **Pause** is a short stop or break in speaking. Pauses of various lengths can be used to highlight words and ideas, to signal the end of one thought and the beginning of another, or to achieve certain effects.

When appropriate, the audience can be invited to participate in the performance in some way, perhaps by providing necessary sound effects.

Although readers' theatre requires less practice than a play, children still require rehearsal time. You could read the script aloud to the performers and then have the performers read through it and practise it several times before the presentation.

Readers' theatre motivates, strengthens, and improves oral reading and active listening skills.

Glossary

The following words are spoken only, so it is not necessary to review the list with the child. Students at this level are not required to read, spell, or write these words. You may find these definitions useful when explaining words to the student.

acappella: singing without musical accompaniment

aerobic exercise: activities that increase the body's consumption of oxygen, such as walking, running, swimming, or dancing

alliteration: the sound of sentences that contain repeated consonant sounds at the beginning of words

amber: hard, yellowish, fossilized resin that is used to make jewellery

ancestors: persons from whom one is descended

anonymous: by an author whose name is not known or given

apostrophe: a punctuation mark used to show omission of letters in contractions or to show possessive forms of nouns

article: a piece of writing published in a newspaper, magazine, or book

auditorially: using the sense of hearing

auditory discrimination: the ability to differentiate between sounds

author: a person who has written a book, story, play, article, or other work of literature

balmy: mild or gentle

beat: the underlying pulse in music

bilingual: able to speak two languages

brainstorm: to list many ideas on a given topic and withhold judgment of each item at this time

camouflage: to blend with surroundings

canoe: a light, narrow boat having pointed ends, moved with a paddle, used to carry a few people and supplies on a river or lake

capital (upper case): a large form of a letter of the alphabet

catamaran: a boat that has sails and two hulls and is used for pleasure trips

chant: sing or say over and over again

choral speech: the speaking of a poem or other literay piece done by a group, out loud, sometimes as a performance

chorus: part of a song that is repeated at intervals

circulatory: relating to circulation or the circulatory system (the system that transports nutrients in the body)

classic story: a story that has been around a long time and is considered an example of its kind

classification: the arrangement in groups

classify: to arrange in groups according to common characteristics

collage: an artistic composition made by gluing materials of different texture, colour, and shape onto a background

community: a group of people living in the same place

composite: made up of various parts

compound word: a word made by joining together two or more separate words

concave: hollowed or rounded inward like the inside of a bowl or spoon

conflict: a strong disagreement

consonants: letters that are not vowels

constructed spelling: spelling by the phonemic structure of the word

contraction: two words combined, leaving out one or more letters (for example, it's)

contraption: a gadget; something makeshift, often silly

convex: curved or rounded outward like the outside of a bowl, ball, or spoon

counterpane: an old-fashioned way of saying "bedspread"

culmination: in this resource, a concluding activity that ties together the themes and skills of the module

cultural literacy: traditional songs and literature that are part of our heritage

culture: the customs of a given community, people, or nation

cumulative: accumulated by additions over time

depth: the illusion of distance on a flat piece of paper

describing: giving a picture of something in words

dialogue: another word for conversation

diet: the food and drink usually eaten by a person or animal

digraph: a combination of two letters that make only one sound

dimple: a small hollow on or in something

discrimination: an unfair difference in treatment

discussion: the act of talking something over; a serious exchange of opinions

diurnal: relating to or occurring in the daytime

dormant: resting or sleeping; not active

draft: the first copy of a story

drama: a story that is written for actors to perform on the stage; a play

dramatic skills: skills relating to drama

echo reading: a story in which the leader reads a line and the others repeat it

echo song: a song in which the leader sings a line and the others repeat it

edit: to check a piece of writing for accuracy in spelling, grammar, punctuation, and capitalization

egocentric: self-centered, seeing everything in relation to oneself

empathize: to put yourself in another person's place

emphasis: stress placed on certain words or phrases to bring out the meaning

environment: the air, water, soil, and all other things that surround a person, animal, or plant

etching: producing pictures or designs by scratching it into a hard surface

evaporation: the process by which water is turned to vapour

excerpt: a passage taken from a book, story, speech, etc.

fable: a story that teaches a lesson and is often about animals who speak and act like people

fairytale: a "once upon a time" story; an untrue story

ferryboat: a large boat that can carry people, cars, and trucks over large bodies of water

fiction: literature that is not factual

finishing touches: an accent of colour, shape, or texture; contrast of size or colour; outlining

flannel board: a board covered with flannel or felt on which objects cut from the same material will adhere

float: to move along slowly in the air or on water

flowchart: a chart that shows how to do a task step-by-step

folktale: a story passed down for many years by the common people

forecast or prediction: someone's guess, based on knowledge and experience, about what is going to happen

frybread or bannock: an unleavened bread eaten in northern Canadian communities

gallop: a step and a short leap forward

glow foods: vitamins and minerals that your body needs

goal: something you want and will work to get

grand finale: a climactic ending

graphemic awareness: recognition of the relationship between letters and combinations of letters and sound (for example, **f** and **ph** both say "f")

gravity: the force that causes objects to fall to Earth when they are dropped

habitat: a place where an animal or plant naturally lives and grows

helicopter: an aircraft kept in the air by blades that rotate above it

hibernate: to spend the winter sleeping

hitchhike: to travel by getting free rides

homonym: a word with the same pronunciation as another, but with a different meaning and often a different spelling

homophones: one of two or more words having the same pronunciation but different meanings and spelling

horizon: the apparent junction of Earth and sky

iceboat: a boat used for sailing over frozen lakes and rivers

illustrator: an artist who makes illustrations for books, magazines, or other works

imagery: descriptions and figures of speech that help the reader form mental pictures

imagine: to picture a person or thing in the mind

inferential: answers or conclusions arrived at by reasoning

integrate: to blend into a unified whole

intensity: the quality or degree of energy or feeling

interactive: allowing two-way communication

internalize: develop a feeling for how words and language can be put together

inventor: a person who uses his or her imagination to create many of the items used every day

kayak: a boat that transports a person from one place to another

kinesthetic: having to do with sensations from the muscles and joints

kinesthetically: using the sense stimulated by body movements and tensions

life cycle: the sequence of changes each living thing passes through during its life

The life cycle of animals includes birth, development, reproduction, growing old, and death.

limerick: a funny poem that is five lines long

literal: a question to which answers can be found in text

locomotor skills: skills necessary to move about, for example, run, hop, skip, jump

marionette: a doll or puppet, usually made of wood, moved by strings or wires from above

maximum: the greatest possible number or amount

medicine: a substance or preparation used in treating disease, pain, or illness

migration: the movement from one place to another with the seasons

mime: express yourself physically and imaginatively through movement and gesture, generally without speaking

minimum: the smallest or least possible amount

mnemonic: intended to aid the memory

mobile: a collection of objects hung on strings to turn in the breeze

modality: one of the main avenues of sensation, such as sight or hearing

modelled reading: reading that serves as an example

mould: any of a variety of fungus growths commonly found on the surfaces of decaying food in warm, moist places

mood: state of mind or feeling

moral: good and honest in behaviour and character

myth: a traditional story about superhuman beings that attempts to explain why things are the way they are

narrator: a person who tells a story

nationality: a group of people who share the same language, culture, and history

nature: the outdoor world with its sights, sounds, smells, and textures

needs: something that is necessary or useful

nocturnal: active at night

nocturnal animals: animals that are active during the night

non-fiction: literature that is not based on imaginary people and events

non-living: refers to things that are not alive

nonsense writing: a story or other literature that isn't true and isn't even possible

observe: see and notice; watch something in order to find out about it

obstacles: something that slows down progress or achievement

ocean liner: a large boat used for long distances to accommodate passengers in comfort

onomatopoeia: words that imitate the sound they represent

opposite colours: red and green, orange and blue, and yellow and purple are all opposite colours on the colour wheel

orbits: the planets' natural paths around the sun

ordinal numbers: a number indicating position in a series, such as first, second, third

pace: the rate of speed at which someone speaks

parachute: a large piece of light, strong fabric that allows person or object attached to it to float slowly and safely from a high place

participation: to join with others; take part

pattern: a design that is repeated

pause: a short stop or break in speaking

pellets: dry, whitish packets of undigested food spit up by owls

penicillin: a powerful antibiotic; a drug used to treat diseases and infections

perfect: without a mistake or fault

periscope: a tube with a lens and mirrors that can be raised from a submerged submarine to see what is on the surface of the water

permanent: something that will last a lifetime

personify: to represent as a person

phonetic: relating to the sounds of speech

physical activity: movement having to do with the body; exercise

piccalilli: a pungent relish of chopped vegetables and spices

pitch: the highness or lowness of sound

A young boy speaks at a higher pitch than a man who has a low voice, for instance.

predict: tell beforehand

pre-test: to test ability to spell specific words before studying or even glancing at words

primary colour: one of a set of colours from which all other colours are derived by mixing

primary: first in order or in time

problem: a question to be thought about and answered

product: anything that is made or created

pulse: the rhythmic squeezing of the arteries as the heart beats

rate: the degree or speed, for example, to speak quickly or slowly

realistic: showing people, things, or events as they appear in everyday life

recycle: to make fit to be used again

reduce: to make or become less or smaller in size, number, or degree

reflection: an image given back by a reflecting surface

rehearsing: practising or training for a performance

repertoire: a list or supply of songs, poems, dramas, or pieces that a person or group is prepared to perform

reproduce: produce new individuals or items of the same type

respiratory: relating to respiration or the organs used in breathing

retina: the lining of the back of the eyeball

It is made up of several layers of cells that are sensitive to the light that enters the eye.

reuse: put into action or service again

revise: make the meaning of the story clearer by changing some parts or details

revision: changes made in order to correct or make better

rhyme: words that sound alike in the last part

round: a short song sung by several persons or groups beginning one after the other

rowboat: a boat moved by paddles or oars used to carry a few people and supplies on a river or lake

sampan: a boat usually having a single sail used to carry a few people and supplies on a river or lake

scribe: a person who writes down or copies letters, books, or other written materials

search engine: a tool for finding information on the Internet by scanning millions of web pages for key words

secondary colour: a colour created when two primary colours are mixed

sensory organ: an organ in the body that takes in information from its surroundings

setting: where and when a story takes place

sight word: a word that can be recognized at a glance

sight-word vocabulary: words that can be recognized at a glance, without pausing to sound them out

sketch: a quick, simple drawing with as few lines as possible

skit: a short play, often one that is comical

solution: the answer to a problem

speech balloons: outlined spaces in which the words of speakers are written

spring: a device that can be stretched or bent and will move back to its original shape when released

staccato: notes that are marked by short, sharp, clear-cut playing

submarine: a boat that can go under water

suffix: a syllable or group of syllables added to the end of a word or root to change its meaning and usage

survey: ask people questions to gather information

synonym: a word with the same or nearly the same meaning as another

tactile: having to do with the sense of touch

tactilely: using the sense of touch

telescope: an instrument used to study objects that are far away

tempo: rate of speed of a musical piece

textured: the feel of a substance as a result of its surface features, for example, smooth or rough

tint: the new colour created when white is added to another colour

title: a word or a group of words that tells about the story or other piece of writing

tone: the way you speak to express feelings, such as sadness, anger, fear, boredom, puzzlement, happiness, and excitement

tracking: moving your hand or finger under the words while you read

traditional: an old belief, custom, story, or poem that many people know by memory

tugboat: a small boat that can push or pull big boats into the harbour

turnabout tale: a new version of a story where characters are reversed

unify: overlapping forms that help to bring together the parts of a composition

verse: lyrics or lines of poetry that are grouped together

visualize: form a mental picture

visually: using the sense of sight

volume: the degree of loudness or softness of sound

volunteer: a person who offers to help or does something by choice without pay

want: to feel an impulse to have or do something; to wish for; to desire

wash: in art, the background covered with paint that has been mixed with enough water to make it very light in colour

web chart: a way of recording and organizing ideas on paper; may also be called a mind map

webbing: a grouping activity that shows the relationship between words and ideas

willy-nilly: something that happens whether desired or not and without organization

windjammer: a very large sailing ship used for travel and fun

wise: having or showing good judgment and intelligence

word play: humourous use of a word where the meaning can be taken two ways

yacht: a sailing boat that is used for pleasure trips and racing fun

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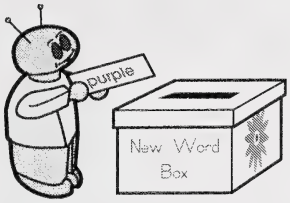
Appendix

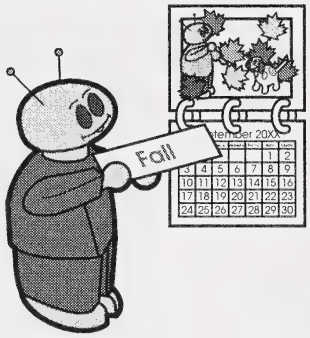
Suggested Daily Routine



Calendar Time

Language Arts

- **Word Study or Spelling**
- **Phonics and Printing**



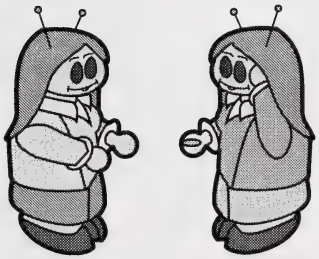
Music and Movement

Language Arts

- **Reading**
- **Journal Writing or Writer's Workshop**

LUNCH

Silent Reading



Math Time

Project Time

Sharing Time

Let's Look Back

Story Time

This is the routine as outlined in the thematic modules (with the exception of the first few days in Module 1). You may change the schedule to suit your routines and preferences. One point to consider, however, is that research now strongly supports the concept of longer periods of uninterrupted literacy (Language Arts) activities. The morning has been arranged with this in mind. A Music and Movement break about midway through the morning is meant to provide a physical break from school work.

Word-Study Teaching Notes

To help your child develop a bank of sight words (words he or she knows as soon as they are looked at, without "sounding out"), take a shoe box and print _____ (student's name) **Word Bank**. Print **New Word Box** on another box.

Each day, choose a word or two from the reading selection, writing activity, or charts to print on a **flash card** that will fit into the shoe box. Teach your child to read the flash card word by doing some or all of the following:

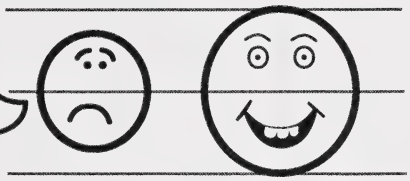
- looking at the letters in the word and saying each sound
- tracing the letters of the word with the index finger
- printing the word on unlined paper
- thinking of words that rhyme with it and look like it
- saying a sentence that contains the word
- printing a sentence with the new word underlined or covered for your child to identify
- spelling the word aloud
- finding the word in a poem, story, or in the everyday environment

Then put the word card into the New Word Box. Later in the day, if your student can read the word from the flash card without help, the word has been "earned" and can be put into her or his own Word Bank.

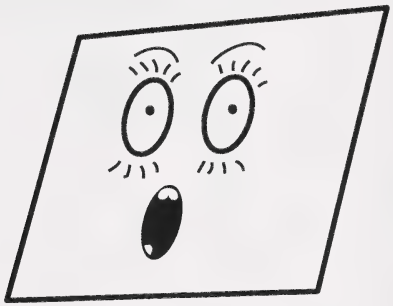
From time to time, you will want to check to see if your student still remembers the words in the bank. If the child can't read a word from the flash card, put it back into the New Word Box until the child can earn it back. Both boxes are good places to go to study words at quiet times during the day.

Points for Printers

We like to sit on the lines. We get so tired when you leave us floating in space.



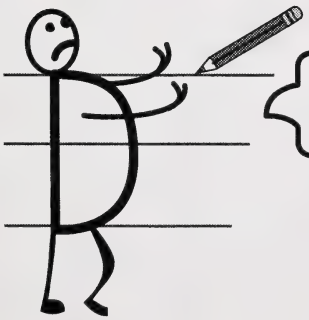
Ow! It hurts when you press too hard on me. Please take care!



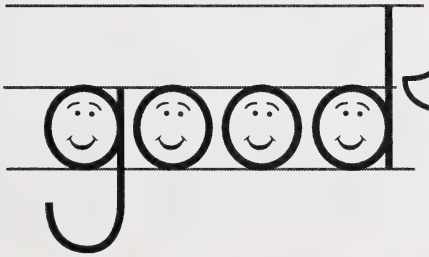
We like to sit tall and straight. If you tip us over, we get sore backs!

Don't squeeze me! It hurts!

The space between each word needs to be as wide as your finger. It gets too hot when you crowd us together!

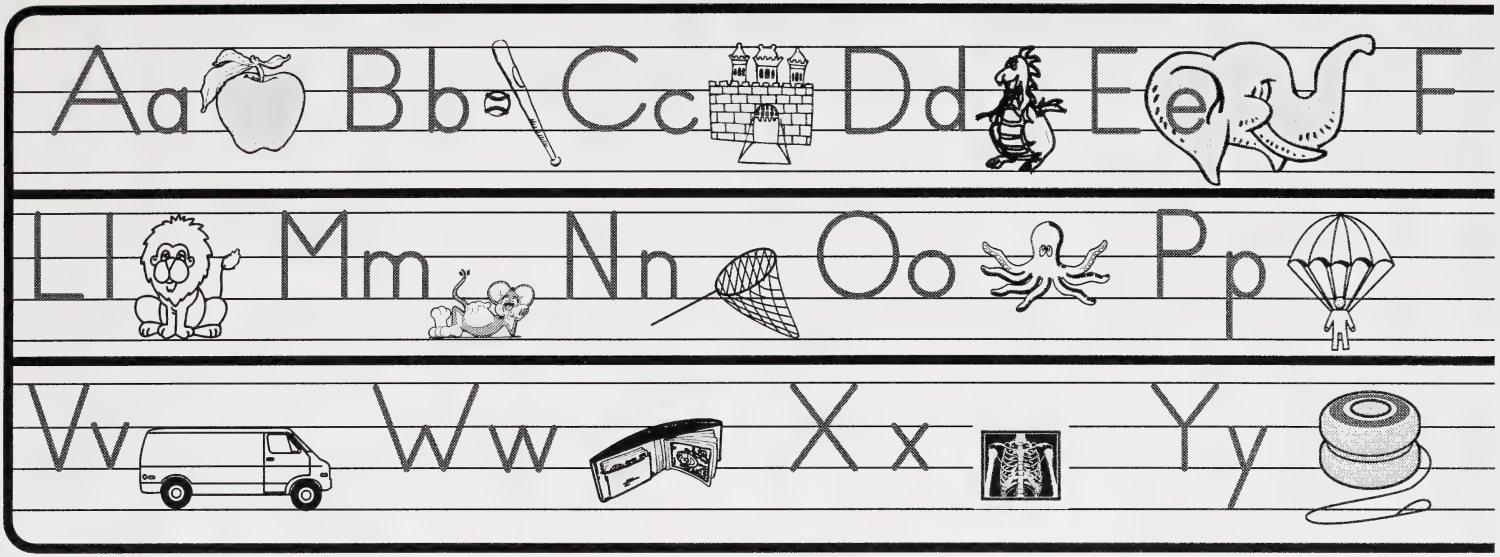


No! Please don't trace over and over us. Once is enough!

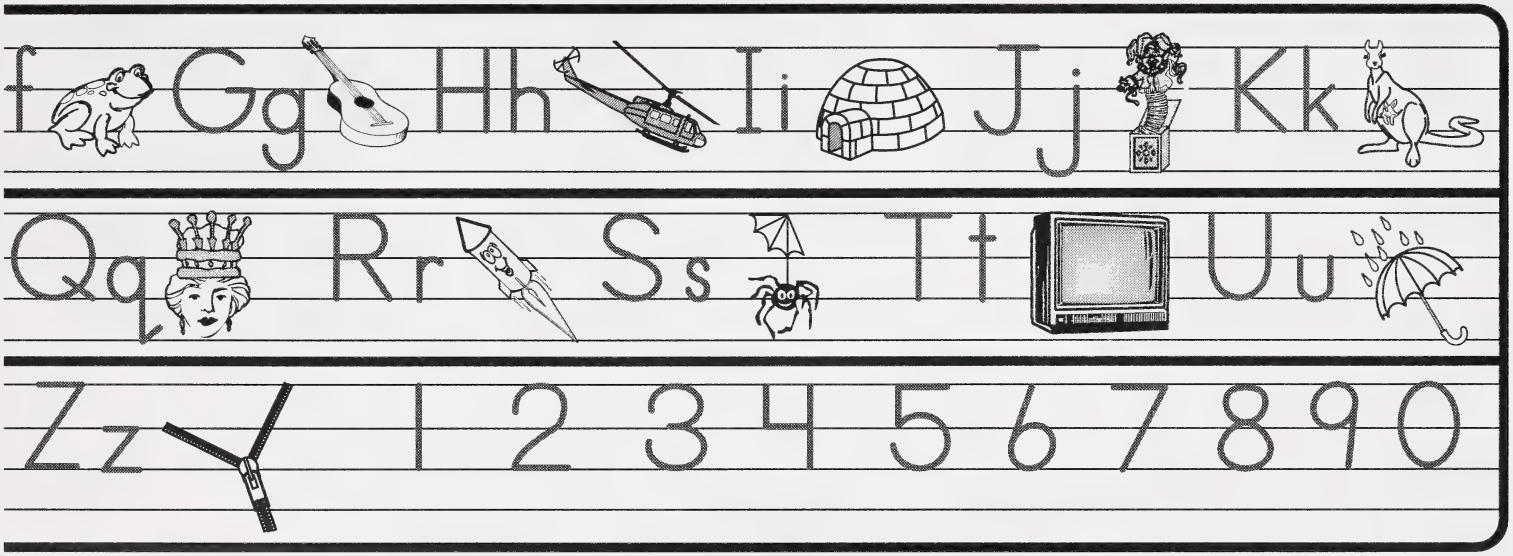


Make us slowly and carefully. We like to look our very best!

Alphabet Chart



Directions: Cut along the dark outside lines of each section. Then use transparent tape to join the two sections in the middle to make an Alphabet Strip.



Printing Steps and Strategies

Start a printing lesson with finger plays or exercises, such as the following:

- Your fingers are mice running across the table.
- Your fingers are rain drops falling.
- Your thumb and each finger touch alternately (like a duck quacking).
- Your fingers run up pretend stairs.
- Your fingers play a pretend flute or piano.

Show your child how to make the letter. Provide lots of practice printing it in the air and on a chalkboard or unlined paper.

Here are some suggestions for further practice in learning the letter:

- Use a finger to print the letter in salt, sand, or cornmeal spread onto a cookie sheet.
- Make the letter from rolled modelling clay.
- Paint the letter on large paper with a large brush.
- Cut the letter from magazines and newspapers, and glue them onto construction paper.

Follow the three "p's" of printing.

- posture: Sit at a suitable-sized desk or table, feet flat on the floor, and your back straight.
- paper: Place the paper flat and hold it in place with your free hand.
- pencil: Hold the pencil lightly.

When printing, do the following:

- It is important to practise circles daily. Make sure that your child begins the circle in the correct place. Start the circle at 2 o'clock and continue counterclockwise.
- Start and finish letters in the proper place—upstairs, main floor, basement.
- Make letters touch the lines, not float in space.
- Leave a finger space between each word.

- Make letters slowly and carefully.

- Print the letter once; don't trace over it.

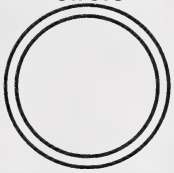
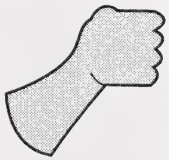
In order to develop small muscle control, do one of the following activities daily:

- Cut with scissors. Make straight cuts, curved cuts, circles, and so on
- Trace around templates or objects.
- Copy simple shapes or drawings.
- Trace paths from left to right.

It is better to do a little bit every day than a lot every now and then.

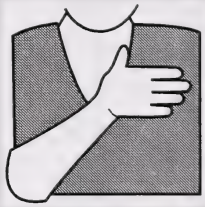
Key Words and Actions Guide

Consonants

Letter	Key Word	Description of Action	Graphic of Action
b	baby 	Rest one hand upon the palm of your other hand. Move your arms as if you were rocking a baby.	
c (hard c)	cut 	Use your first two fingers, or your index and middle fingers, to make a cutting motion.	
c (soft c)	circle 	Draw a big circle with your hand.	
d	drum 	Use your index finger as a drum baton to tap an imaginary drum while you make a "d-d-d" sound.	
f	fist 	Clench your hands into a fist.	

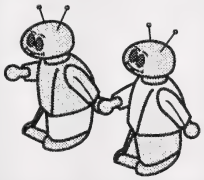
Key Words and Actions Guide

Consonants (continued)

Letter	Key Word	Description of Action	Graphic of Action
g	gargle 	Make the gargling sound "g-g-g."	
g	gentle 	Move your hand as though you were gently stroking a cat.	
h	heart 	Place one hand over your heart. You could add drama by running on the spot first to increase your heart rate.	
j	jump 	Do a little jump.	
k	kick 	Kick out one leg, and extend one arm in front of you.	

Key Words and Actions Guide

Consonants (continued)

Letter	Key Word	Description of Action	Graphic of Action
l	la-la-la 	Emphasize that the letter **l** is a musical sound by saying "la-la-la."	
m	m-m-m 	Make the sound people make when they think of delicious food.	
n	nose 	Place your tongue behind your teeth and place one finger just under your nose. Feel the vibration as you slowly say the "n" sound.	
p	pop 	Place one hand in front of your mouth. Feel the air on your fingers as you say the word **pop**.	
qu	quack 	Join hands, and pretend you are two little ducks who say the"kw" sound and never go swimming alone.	

Key Words and Actions Guide

Consonants (continued)

Letter	Key Word	Description of Action	Graphic of Action
r	rocket 	Start with your right **R** hand on the back of a fist made with your left hand. Move your right hand forward and up like a rocket taking off.	
s	sun 	Cup your right hand into a **C** shape and tap your temple twice as though shading your eyes from the sun.	
t	t 	Make the letter **T** with one hand flat and the other hand straight up. Say a "t" sound as you tap your hands together.	
v	violin 	Pretend you are playing the violin.	
w	water 	Form the word **water** in sign language. Begin with the right hand letter **w**, as shown. Then touch the index finger of your **w** hand to your mouth a few times to indicate drinking water.	

Key Words and Actions Guide

Consonants (continued)

Letter	Key Word	Description of Action	Graphic of Action
x	axe	Make a chopping motion with your hand.	
y (at the beginning of a word)	yo-yo	Move your wrist as you would when you work a yo-yo. **Note:** You will also find the letter **y** on the vowel page.	
z	zipper	Form a sign-language letter **z** with your index finger, and say the word **zip**.	

Key Words and Actions Guide

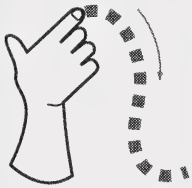
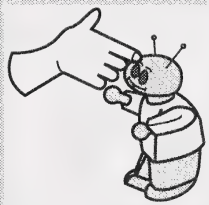
Consonant Combinations

Note: Underline these letter combinations when you are analyzing words for sight vocabulary, spelling, or phonics.

Letters	Key Word	Description of Action	Graphic of Action
th	think	Stick your tongue between your teeth and push out air. Also, tap your temple to indicate thinking.	
sh	sh-h (hospital sound)	Place your index finger in front of your lips, and make the "sh-h" sound as you would when asking for quiet.	
ch	choo-choo	Clench your fists and rotate your arms to indicate the wheels of a train.	
wh	whistle	Purse your lips as you would to whistle. Then say the word **whistle**.	
ph	phone	With your three middle fingers tucked in and your thumb and baby finger extended, hold your hand to your mouth and ear.	

Key Words and Actions Guide

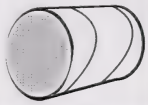
Short Vowels

Letter	Key Word	Description of Action	Graphic of Action
a	apple 	Hold your hand to your mouth and pretend to eat an apple.	
e	elephant 	Draw the shape of an elephant's trunk with your hand.	
i	You're it! 	Touch your head as though you've been tagged and say, "You're i-i-it!"	
o	octopus 	Interlock your fingers together so that you have eight wiggly arms (fingers) hanging down.	
u	up 	Lift your arms up as a baby would when wanting "up."	

Key Words and Actions Guide

Silent e with Long Vowel Sounds

A long vowel always says its own name when it's with a silent **e**, as in the following "silent e" words.

name	Pete	five	cone	tube
name		5		

The letter y has three jobs—one as a consonant and two as a vowel.

Working as a Consonant

Letter	Key Word	Description of Action	Graphic of Action
y (at the beginning of a word)	yo-yo 	Move your wrist as you would when you work a yo-yo.	

Working as a Vowel

y (as a long **i** sound)	fly 	Flap your arms and pretend to fly.	
y (as a long **e** sound)	funny 	Brush your nose several times with your right hand to indicate that your nose wrinkles when you laugh.	

Key Words and Actions Guide

Vowel Combinations

Note: Underline the letter combinations, such as **ee, oo,** and **ow,** when you are analyzing words for sight vocabulary, spelling, or phonics.

Letters	Key Word	Description of Action	Graphic of Action
ee	squiggly ee 	Pull your lips back and make an exaggerated "ee-ee" sound.	
oo (long sound)	spooky oo 	Stretch out the "oo-oo" sound to make it spooky.	
oo (short sound)	looking oo 	Make finger circles around your eyes.	
ou	pinch sound 	Pinch your arm lightly and say, "Ouch!"	
ow	slap sound 	Slap your knee lightly and say a stretched-out "Ow!" sound.	

Vowel Combinations (continued)

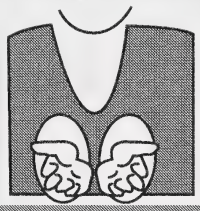
Note: Underline the letter combinations, such as **ea, oi,** and **oy,** when you are analyzing words for sight vocabulary, spelling, or phonics.

Letters	Key Word	Description of Action	Graphic of Action
ow ("long **o**" sound)	**slow** 	Begin near the fingertips on your left hand and draw your right hand slowly up to your wrist.	
ea ("short **e**" sound)	**head** 	Frame your face with your hands on either side of your head.	
ea ("long **e**" sound)	**eat** 	Move your right hand toward your mouth a few times as though you were putting food into your mouth.	
oi	**noisy** 	Place your index fingers in your ears. Pull your hands down and shake them in front of your shoulders.	
oy	**boy** 	Pretend you are gripping the brim of a cap between your fingers and thumb. Then move your gripped fingers forward a little.	

Key Words and Actions Guide

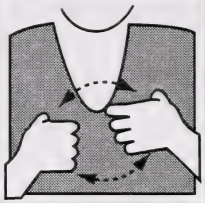
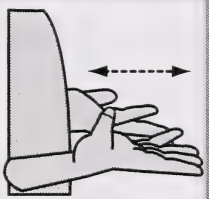
Vowel Combinations (continued)

Note: Underline the letter combinations, such as **oa, ai,** and **ew,** when you are analyzing words for sight vocabulary, spelling, or phonics.

Letters	Key Word	Description of Action	Graphic of Action
oa	boat 	Cup your hands together, as shown, to form the hull of a boat. Move your hands forward from your waist in arcs as though riding the waves.	
ai	wait 	Curve your hands, palms up, and wiggle your fingers to suggest being impatient.	
ew	chew 	Pretend you are chewing food.	

Key Words and Actions Guide

Vowels Affected by "Bossy r"

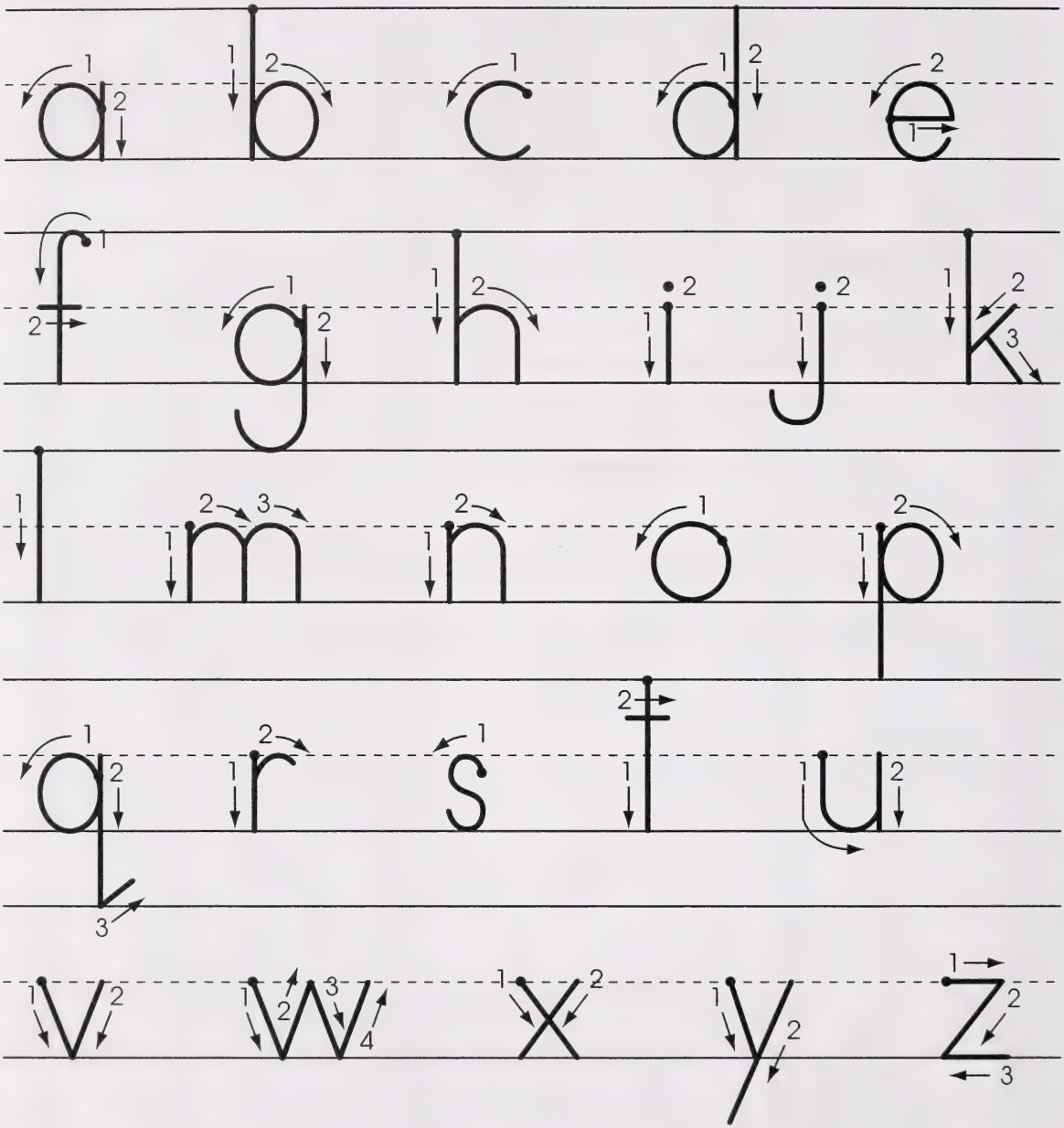
Letters	Key Word	Description of Action	Graphic of Action
ar	car 	Close both your hands and pretend to drive with an imaginary steering wheel.	
er	serve 	With your palms up, move your flat hands back and forth as though offering food to someone.	
ir	thirsty 	Scratch your throat with one index finger to show a dry throat.	
or	fork 	With your left palm up, form the tines of a fork with two fingers of your right hand.	
ur	rooster letters 	Throw your head back and say ur-ur-ur, as a rooster does.	

Printing Chart

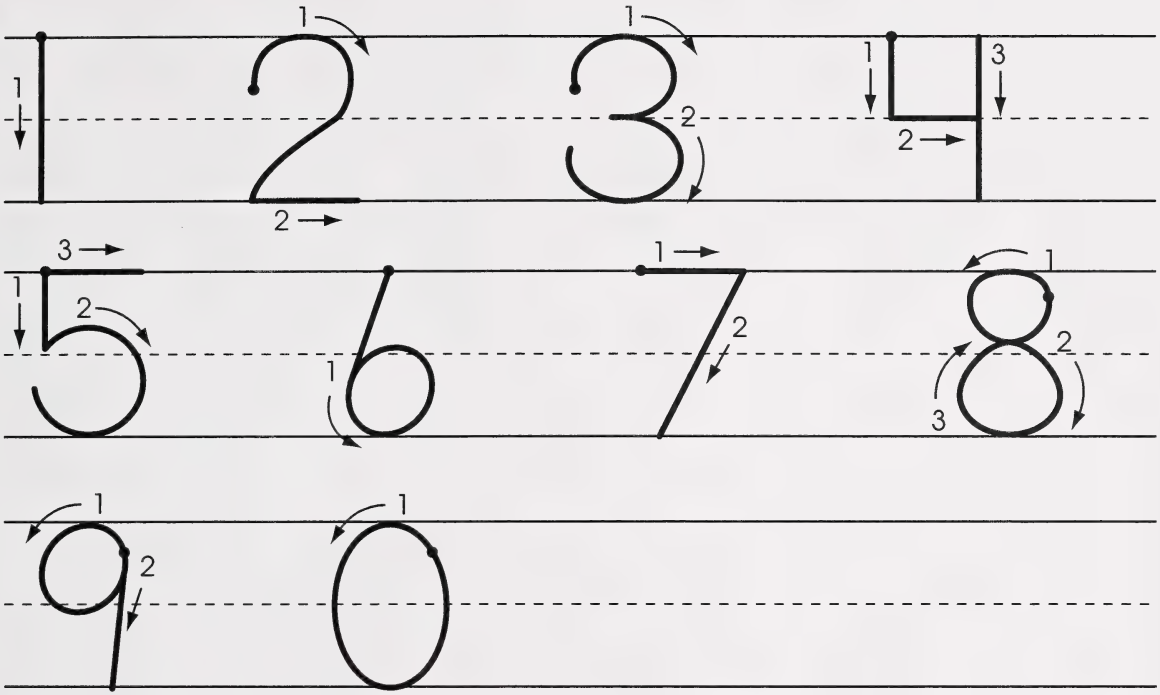
Note correct order and direction of strokes.

Capital Letters

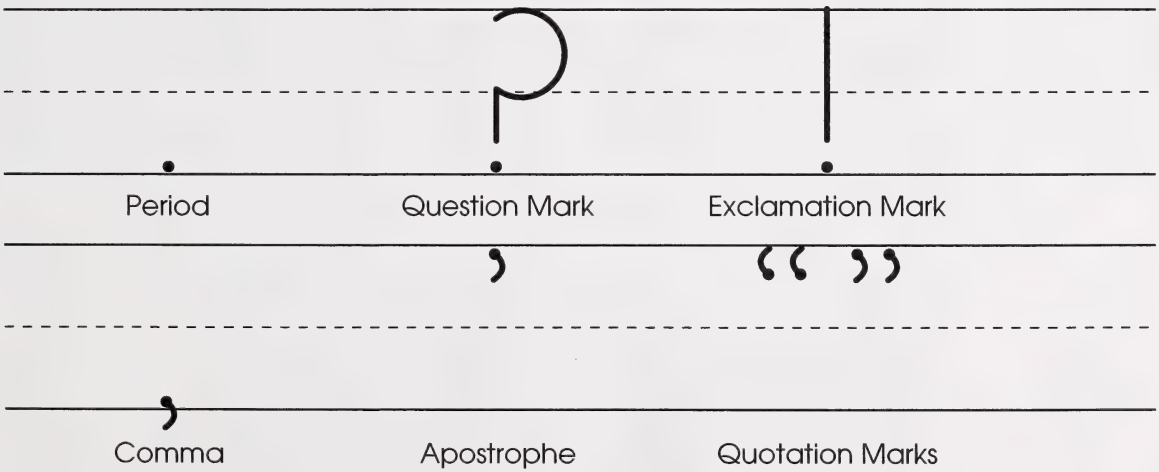
Lower-Case Letters



Numerals



Punctuation Marks



High-Frequency and Word-Study List

Module 1

I	do
can	he
see	be
a	me
an	the
and	she
little	or
blue	red
yellow	orange
purple	green
white	black
brown	

Module 2

you	for
at	was
of	on
that	are
this	as
in	have
is	with
it	his
if	one
two	three
by	

Module 3

they	out
we	about
were	each
up	how
your	all
their	these
said	them
will	then
any	many

Module 4

like	way
to	day
some	away
had	may
not	time
from	when
what	where
there	make
made	use
go	so
no	

Module 5

first	over
him	would
her	could
my	other
its	another
has	why
more	which
into	get
well	went
just	must

Module 6

people	now
down	who
only	dad
write	find
too	came
such	come
much	long
used	very
water	good
look	

Module 7

because	before
think	after
things	been
same	than
different	old
words	new
word	called
work	most
right	left
know	through

Module 8

our	here
man	even
also	part
around	put
again	years
place	does
take	off
number	

Module 9

thank you	thanks
family	tradition
mother	father
sister	brother
fire	safety
danger	exit
caution	friend

Assigned Spelling Words

Module 1: There are no spelling words.

Module 2: and
a
an
can
at
of

Module 3: the
I
in
is
it
if

Module 4: make
made
use
go
so
no

Module 5: he
she
we
be
me
you

Module 6: that
this
to
from
with

Module 7: on
are
were
by
my
or

Module 8: as
his
they
have
one
had

Module 9: for
not
but
what
all
were

Learning to Read

When I come to a word I don't know, I can . . .

1. Look more closely

at the beginning of the word to see if the letters give me a clue about what the word might be.

---

2. Think

about what has happened so far to help me guess what the word might be.

---

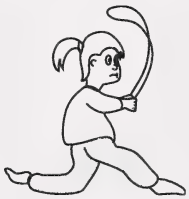
3. Predict

(guess) what the word might be and try it in the sentence to see if it makes sense.

---

4. Skip

the word for now and keep reading to see if the author gives any more clues.



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5. Figure the word out by

Let's Cook

When I use the kitchen, I do the following:

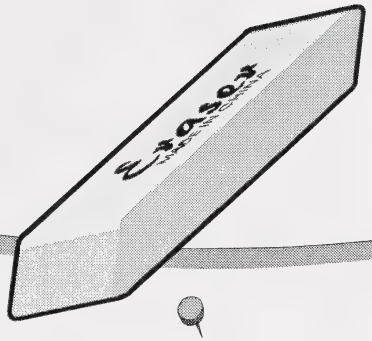
- Wash my hands.
- Cover my clothes (with an apron or old shirt).
- Take out everything I need.
- Measure the ingredients carefully.
- Ask my parent to show me how to use the stove.
- Wash the dishes and clean up the kitchen.

Then I sit down and eat!

Revising and Editing My Writing

When I revise, I can ask the following questions:

- Do I want to change any part of my story?
- Which part sounds best?
- Can I make my beginning more interesting?
- Does my ending work well?
- Could I add some details to make my story more interesting?



When I edit, I can ask the following questions:

- What words do I need help with?
- Did I leave out any words?
- Do the sentences make sense?
- Did I put capital letters at the beginning of my sentences?
- Did I put capital letters on the names of people and places?
- Did I put a period at the end of a telling sentence?
- Did I put a question mark at the end of an asking sentence?

Sound Boxes

Canada's Food Guide

Healthy Canada

Health and Welfare Canada | Santé et Bien-être social Canada

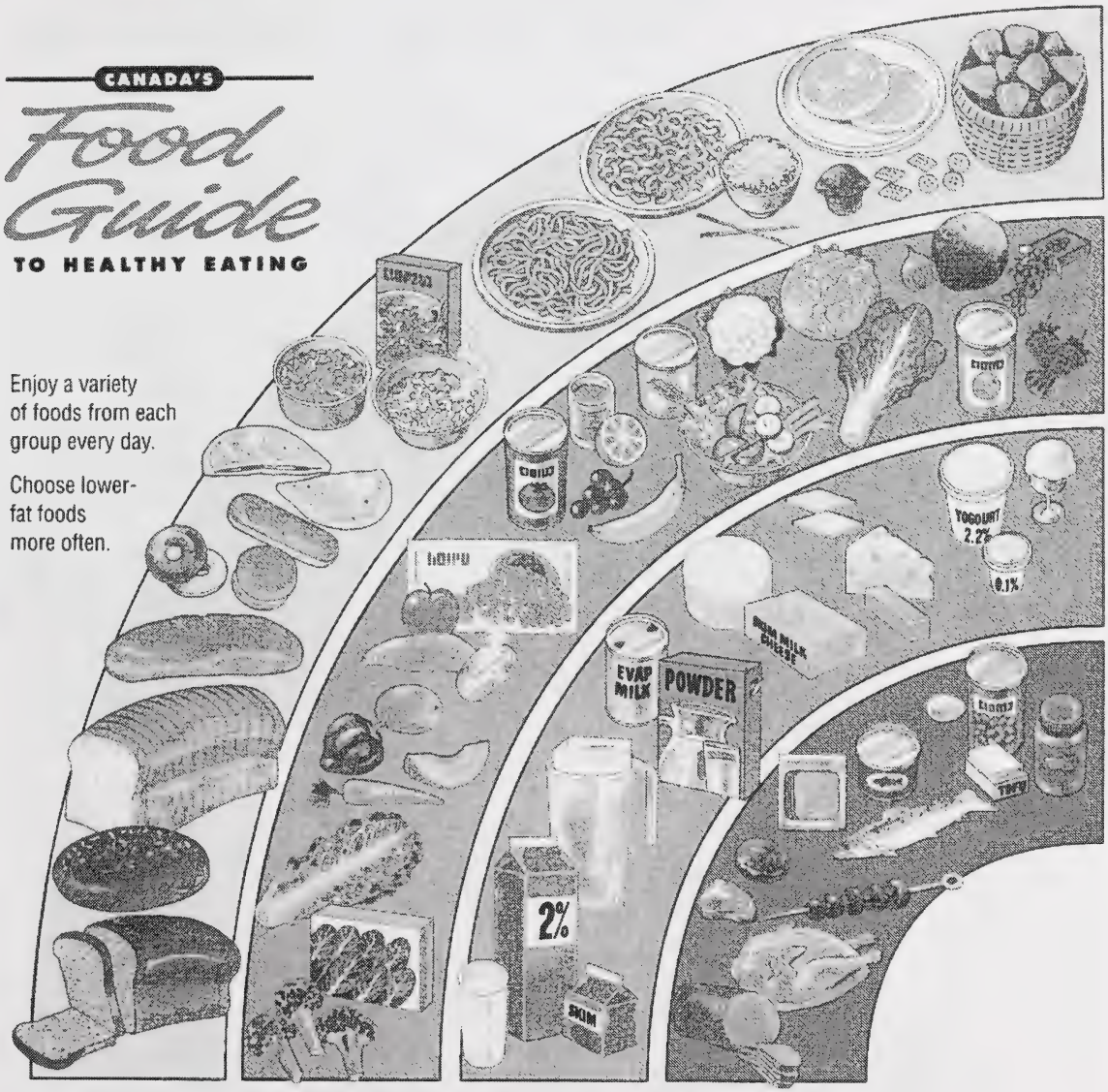
CANADA'S

Food Guide

TO HEALTHY EATING

Enjoy a variety of foods from each group every day.

Choose lower-fat foods more often.



Grain Products
Choose whole grain and enriched products more often.

Vegetables & Fruit
Choose dark green and orange vegetables and orange fruit more often.

Milk Products
Choose lower-fat milk products more often.

Meat & Alternatives
Choose leaner meats, poultry and fish, as well as dried peas, beans and lentils more often.

Canada

[1] From *Using the Food Guide*, Health Canada, 1992. Reproduced with the permission of the Minister of Public Works and Government Services Canada, 2002.

CANADA'S

Food Guide

TO HEALTHY EATING

FOR PEOPLE FOUR YEARS AND OVER

Different People Need Different Amounts of Food

The amount of food you need every day from the 4 food groups and other foods depends on your age, body size, activity level, whether you are male or female and if you are pregnant or breast-feeding. That's why the Food Guide gives a lower and higher number of servings for each food group. For example, young children can choose the lower number of servings, while male teenagers can go to the higher number. Most other people can choose servings somewhere in between.

Grain Products

5–12

SERVINGS PER DAY

1 Serving

1 Slice

Cold Cereal 30 g

Hot Cereal 175 mL 3/4 cup

2 Servings

1 Bagel, Pita or Bun

Pasta or Rice 250 mL 1 cup

Vegetables & Fruit

5–10

SERVINGS PER DAY

1 Serving

1 Medium Size Vegetable or Fruit

Fresh, Frozen or Canned Vegetables or Fruit 125 mL 1/2 cup

Salad 250 mL 1 cup

Juice 125 mL 1/2 cup

Milk Products

SERVINGS PER DAY

Children 4–9 years: 2–3
Youth 10–14 years: 3–4
Adults: 2–3
Pregnant & Breast-feeding Women: 3–4

1 Serving

250 mL 1 cup

Cheese 3"x1"x1" 50 g

2 Slices 50 g

175 g 3/4 cup

Meat & Alternatives

2–3

SERVINGS PER DAY

1 Serving

Meat, Poultry or Fish 50-100 g

Fish 1/3–2/3 Can 50–100 g

1-2 Eggs

Beans 125-250 mL

100 g 1/3 cup

Peanut Butter 30 mL 2 tbsp

Other Foods

Taste and enjoyment can also come from other foods and beverages that are not part of the 4 food groups. Some of these foods are higher in fat or Calories, so use these foods in moderation.

Enjoy eating well, being active and feeling good about yourself. That's VITALITY

1

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